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Laotian

Language Guide

July 2015
Laotian 1.2
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Laotian
Recommended Grammar Sequence
May 2013

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MAJOR LANGUAGE LEARNING ACTIVITIES

GUIDING PRINCIPLES

As a missionary you have the responsibility to seek the gift of tongues to fulfill your purpose in the mission language. Your teachers will guide you, but you will be most successful as you take personal responsibility for your language learning. Chapter 7 of *Preach My Gospel* and the following components of the MTC language program will help you understand how to learn your mission language.

SPEAK YOUR LANGUAGE

Language immersion plays a foundational role in the MTC language program. One of the ways you can seek the gift of tongues is to speak the language as much as possible. As a rule, teachers always speak the mission language, using English to facilitate selected activities.

PROGRESSING INVESTIGATORS

Beginning early in your MTC experience you will have daily teaching appointments with people who will take the role of progressing investigators. As you teach your progressing investigators, you will become aware of your own language needs and be motivated to learn in order to help them progress. Your experience teaching will be the driving force behind many of your decisions regarding language learning. Your teachers also use the information they gain as investigators to direct Group Instruction and Coaching Missionary Study.

GIFT OF TONGUES

You are an authorized servant of the Lord, called of God to act on His behalf. He will help you as you exercise faith and work as hard as you can. Strive to make learning the language a spiritual experience. Seek for the gift of tongues and other gifts of the Spirit (see *Preach My Gospel*, 91 and 133). Know that your teachers' instructional decisions always demonstrate their faith in your ability to fulfill your purpose in the mission language.

MISSIONARY-DIRECTED ACTIVITIES

TECHNOLOGY-ASSISTED LANGUAGE LEARNING (TALL)

TALL is the name given to MTC language-learning software and print materials. These materials are the primary resources you will use to learn vocabulary and phrases during language study. TALL software is the best resource for providing repetition and pronunciation practice. Each day (except Sundays) you will spend 60 minutes in a computer lab using TALL.

LANGUAGE STUDY

Each day you will have 60 scheduled minutes to study the language on your own. Apply the principles in Chapter 7 of *Preach My Gospel* as you create and apply your own language study plan. Use all available resources including your dictionary, *Vocabulary and Phrase Book* (VP Book), simple grammar text, *Preach My Gospel* and scriptures in your mission language, and TALL software. Also plan to spend a portion of your language study time reviewing the board display for the upcoming grammar instruction.

TEACHER-DIRECTED ACTIVITIES

GROUP INSTRUCTION

Grammar Instruction and Task Instruction are the two major types of group language instruction. Your teachers will generally follow the order outlined in this book. The purpose of these activites is to provide you with multiple opportunities for meaningful practice using essential vocabulary, phrases, and grammar patterns. Grammar activites in the *Language Guide* are not designed to give detailed explanations of grammar; if you need an in-depth description, use your grammar books or TALL.

COACHING STUDY

Your teachers will help you apply the principles in Chapter 7 of *Preach my Gospel* to improve your ability to become an effective language learner. Make inspired decisions as you become more aware of your needs, the needs of your investigators, the conversion process, and your own learning process. Set goals to improve each day.

BREAKING THE LANGUAGE PLATEAU

You may have asked yourself, "How much of my mission language do I need in order to fulfill my purpose? How should I start? What do I need to become proficient?"

Everything you do as a missionary, including at the MTC, should focus on your missionary purpose.
To do this as a language-learning missionary:

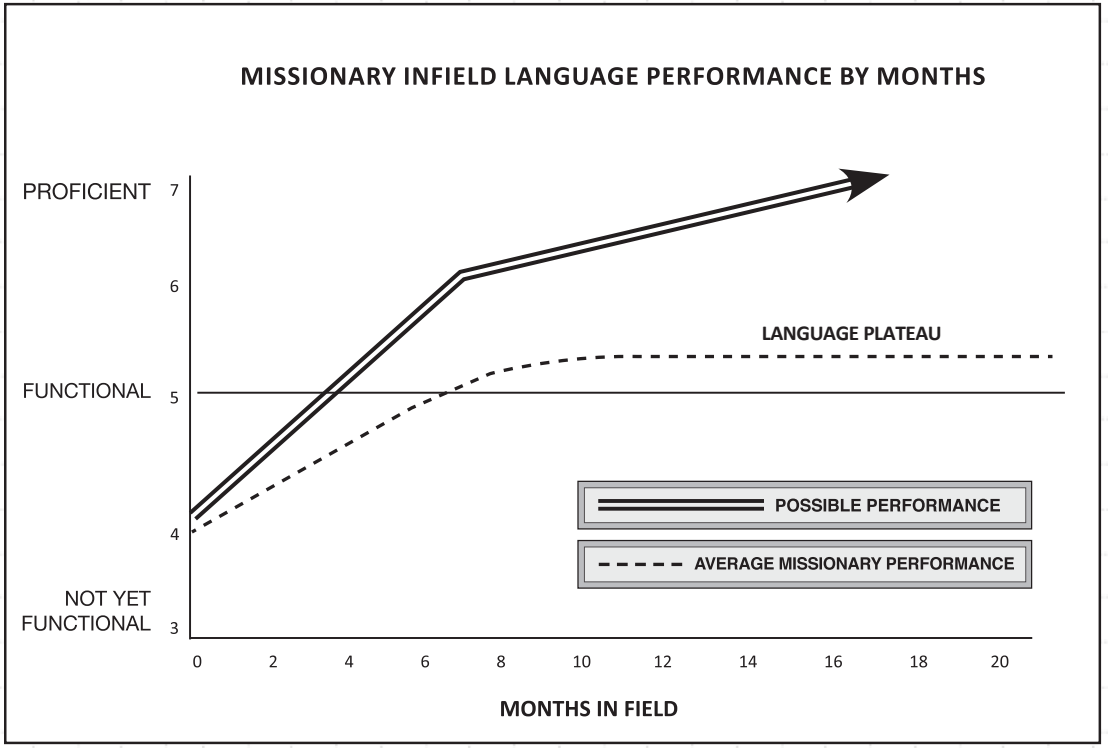
- Recognize that you have been called of God by a prophet to preach the gospel in a new language (D&C 90:11).
- Be motivated by love for the Lord and for the people you serve (D&C 46:9, 26; 1 Cor. 14:12).
- Live worthy of the Holy Ghost by obeying the commandments and missionary standards (D&C 46:9, 33).
- Pray continually for divine assistance to obtain the gift of tongues (D&C 46:28, 30-32).
- Study, practice, and use the mission language as much as possible each day (1 Cor. 12:31).

CHALLENGE YOURSELF

- What can you do to keep from plateauing?

- How can you continue to improve throughout your mission?

ALL YOU NEED TO LEARN your mission language and improve throughout your mission are the principles in *Preach My Gospel*, Chapter 7. This introduction will help you apply those principles while in the MTC.



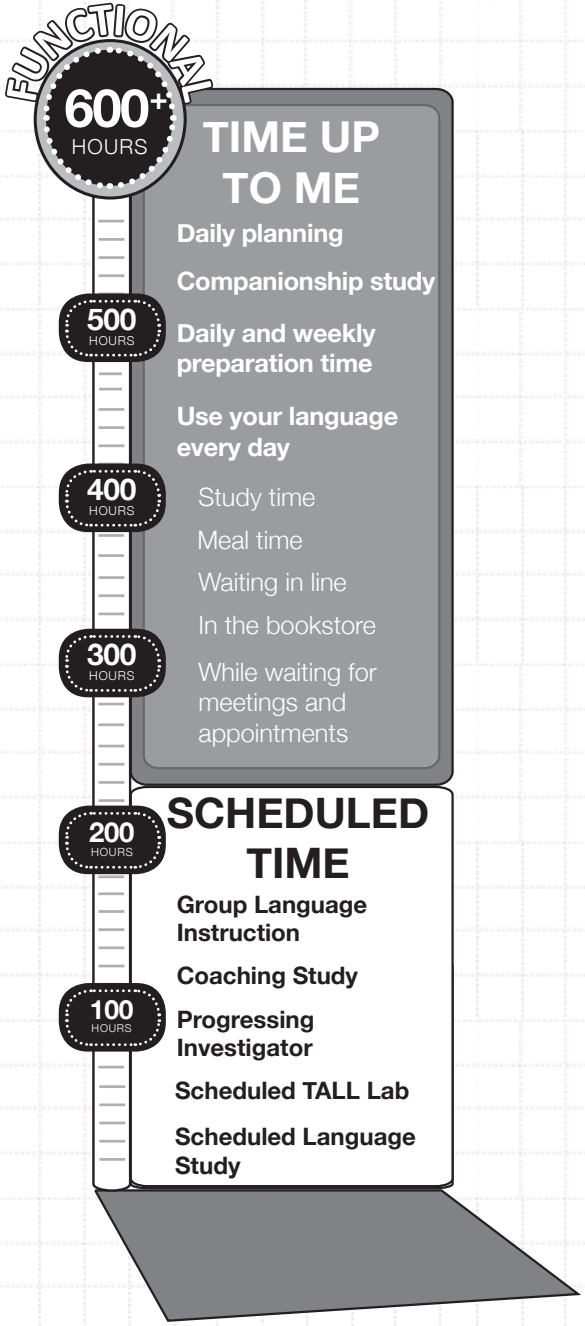
This graph shows missionary language growth over time. Many missionaries plateau, or stop improving, when they start feeling comfortable with the language. The graph also shows what is possible if missionaries apply Chapter 7 of *Preach My Gospel.*

What is functional?

Being functional in a language means that you are able to hold conversations and get by with your daily missionary life in your mission language. Elder Jeffrey R. Holland explained the value of studying beyond the functional level in the language. "Don't be satisfied with what we call a missionary vocabulary only. Stretch yourself in the language, and you will gain greater access to the hearts of the people" (*Missionary Satellite Broadcast*, Aug. 1998).

HOW FAR WILL YOU REACH AT THE MTC?

It takes time and hard work to preach fluently in a new language. Experience shows, depending on your native language and your mission language, that in most cases you need **600 –1000 hours** of instruction and practice just to function in the language. Here is a summary of the number of hours scheduled for language activities in the MTC.



Language learning is a challenging task that requires dedication and diligence (*Preach My Gospel*, 128). With time you may feel comfortable in the language, but "do not stop improving your language skills once people begin to understand you" (*Preach My Gospel*, 128).

Take responsibility for your language learning, and don't just rely on teachers or scheduled activities *(Preach My Gospel,* 128*)*. A missionary in the six-week language training program has over 600 waking hours in the MTC. Missionaries in nine-week training are given over 950 hours because the languages they are learning will take them more time to reach a comparable level of functionality.

DID YOU KNOW?

If you take advantage of all of the additional study time that is not listed in your schedule, then you will have more than 140 additional hours of SYL while you are in the MTC!

WHAT MORE CAN YOU DO?

We have provided a few examples of times where you could be speaking and practicing your language. Keep in mind that these are only suggestions. Don't limit yourself.

VISION, GOALS, PLANS, AND ACCOUNTABILITY

ESTABLISH A VISION

A vision is an idea of where you want to be down the road in the future. It is far beyond where you are now. It considers your resources (time, materials, and teachers). Here are some examples:

- Be able to "speak from the heart in [my] own terms... speak out of [my] own conviction" (*Preach My Gospel* , 175-176).
- Understand native speakers so that I can meet their needs.
- Be able to teach the doctrines "with clarity and power" (*Preach My Gospel,* p. 20).
- Be able to "expound the scriptures when [I] teach" (*Preach My Gospel,* p. 182).

SET INSPIRED GOALS

A vision is exciting and it makes you feel good, but it isn't actionable. This is why it is vital to set inspired goals. For a goal to be helpful you need to know how to measure your progress over time. You need to set long-term goals and short-term goals. Here are some examples of long-term goals:

- Know all the words and phrases for the first three lessons, as found in the TALL VP book.
- Memorize 1000 common words and phrases.
- Memorize 100 scriptures and parables.

Even though you can measure these long-term goals, they're too big to accomplish in one sitting. Well-defined short-term goals are about what you have to accomplish in the language right now. They are always about the people you are teaching. Here are some examples:

- Learn 12 words from Lesson 1 to teach Juan about the Book of Mormon.
- Memorize Mosiah 2:41 for the lesson with the Gomez family.
- Learn to say 15 new words/phrases during SYL that I can use to get to know Brother and Sister Gomez better.

CREATE AND EXECUTE PLANS

Specific plans to accomplish your goals include **what**, **how**, **when** and **where** you will accomplish them. You will make plans for what you will do during your formal language study time as well as what you will do throughout the day to improve your language. For example, if your goal is memorize Mosiah 2:41 for the lesson with the Gomez family, your plans might include:

- Read Mosiah 2:41 during personal study.
- Read it in the language during language study.
- Spend 15 minutes trying to memorize it. Make a flashcard.
- Carry the flashcard throughout the day. Review it while walking to meals.

ACCOUNT FOR YOUR EFFORTS

Accounting for your efforts is vital to your growth in the language. This includes reporting your efforts to your mission leaders and to the Lord through prayer. Some helpful questions may include: how did your language study enable you to help those you teach? What have you done to accomplish your learning goals? How is your study helping you?

LANGUAGE CORE

The Language Core establishes a language foundation and helps you push yourself. It helps you focus and pace your language study. The core includes the four essential components of a missionary's language. With hard work, missionaries can learn at least the basic core while in the MTC.

YOUR TEACHERS CAN HELP YOU IDENTIFY WORDS AND PHRASES TO INCLUDE IN YOUR CORE LANGUAGE.

ESSENTIAL COMPONENTS	BASIC CORE	EXTENDED CORE
Vocabulary	500 words	1000 words
Phrases	150 phrases	250 phrases
Grammar	All language guide topics	2nd text topics
Scriptures	15 scriptures	30 scriptures

LANGUAGE MATERIALS

Preach My Gospel says to select language tools, which include the following:

- The TALL VP book and your language guide to identify vocabulary, phrases, and grammar to study.
- The dictionary will also be essential. **Always** carry it with you.
- The scriptures constantly help you learn the language. Study the scriptures you'll share while teaching, as well as scriptural passages and chapters you can discuss with your investigator.
- The lessons in Chapter 3 of *Preach My Gospel* provide additional ways to say the things you need to teach your investigator.

MATERIALS AND TOOLS

These materials are what Step 2 of "Create a Language Study Plan" is referring to. Select which tools to use. (*Preach My Gospel*, 129).

REMEMBER:
1. Learn the things to teach your investigator, and
2. Learn what you need communicate throughout the day.

WHY LANGUAGE STUDY PLANS?

A language study plan allows you to reach your language goals. Review *Preach My Gospel*, 129–131 and then read the section below. If you have questions, ask your teacher to help you, or refer to the example plan on the following page.

STUDY PLAN

GOALS

PLANS

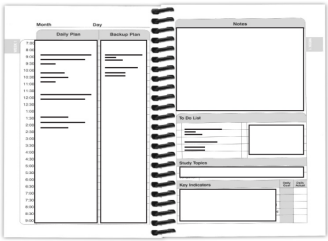
EFFECTIVE LANGUAGE STUDY PLANS INCLUDE TWO PARTS:

A WORKSHEET

- Goals stating **what** you will learn.
- Study plans and ideas for **how** you will study.

A CALENDAR OR PLANNER TO DECIDE:

- **When, where,** and **how much** language you will study each day, broken down by hours.



For the best strategies on learning your language, refer to *Preach My Gospel*, 128–131. Try each strategy from each bolded section for a few days before deciding which ones work best for you.

EXAMPLE PLAN # 1

My Language Study Plan

This week's goals: [what]

- Memorize & use all new grammar
- Learn 100 more words
- Learn 40 more phrases
- Memorize 5 scriptures
- SYL 12 hours each day
- Read a chapter/day in the Book of Mormon

Study Plans: [how]

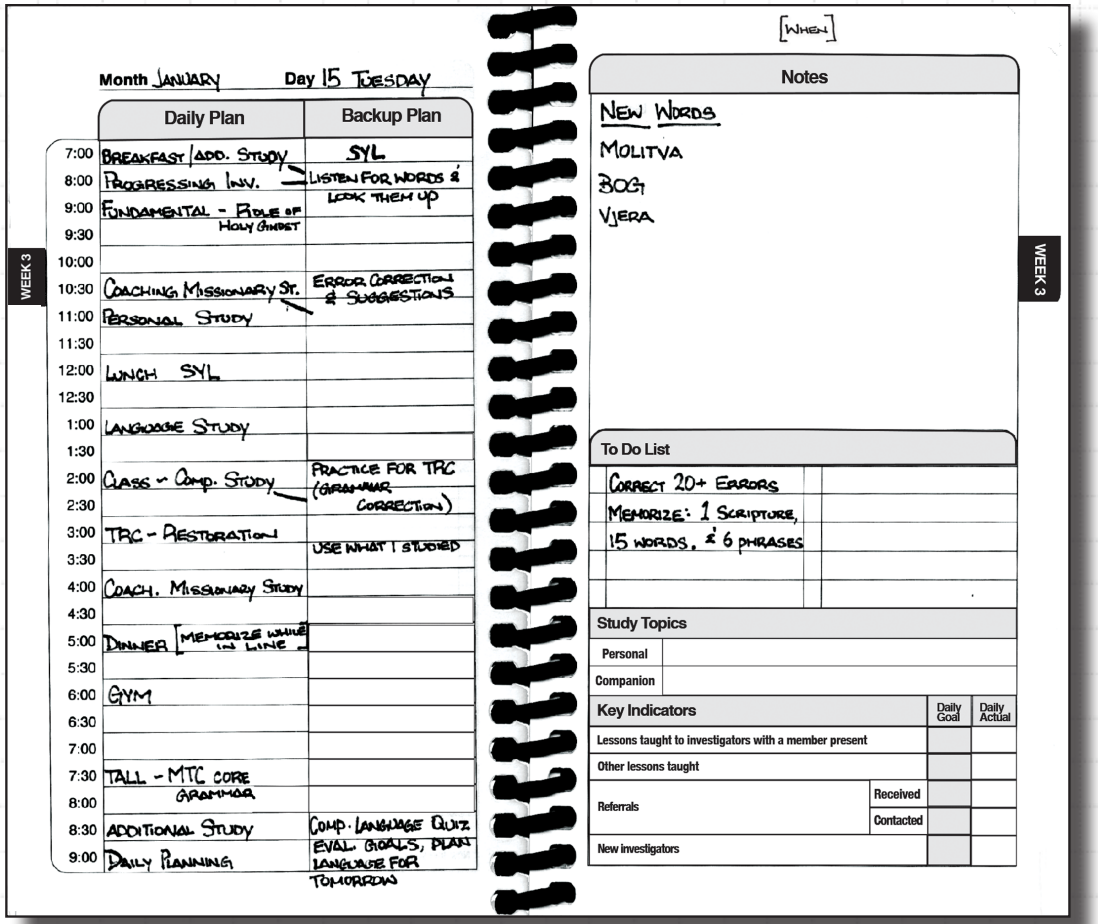
- Use every moment well.
- Use the study ideas from our teacher [how to memorize, how to pronounce]
- Ask teacher for things to improve [say differently] after each lesson
- Choose scriptures, words, & phrases from what our investigator needs
- Daily learn rate: 15 words, 6 phrases, 1 scripture. Read Book of Mormon & study grammar after that. SYL all the time.
- Memorizing scriptures: study them in English during personal study. Start learning them in the language during language study. Practice them walking to meals & when waiting.

- Words & phrases: start picking them during companion study. Finish choosing & figuring them out during language study & TALL. Review & get them down during meals & other slow times.
- Grammar: study it during language study & TALL. Have companion quiz me on it 3x this week.
- SYL: Try really hard to say things. Look things up & find out how to say them. Then say them. Fix alot of mistakes (60 for 20+/day). Try to SYL through every meal. Maybe all day Sunday too.

Investigator: [why]

- If I study hard & use the language all the time, I'll speak better when I teach.
- If I work hard & am worthy, I can pray for the gift of tongues & I will receive it. I must ask for it in prayer.
- Review plan, especially long term goals every day. Keep focused on preaching to the people with power!
- Study Preach My Gospel & scriptures about my purpose, culture, & the gift of tongues.
- Pray constantly about the people in my mission.

What do you see in these sample plans that you hadn't considered?



EXAMPLE PLAN # 2

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
This week's language goals: No grammar mistakes (command form), memorize 20 words/day.							
Weekly Plans	Make Weekly language study plan	Teach John "The Restoration" My Plan: 1. Teach him how to pray. 2. Invite him to read the Book of Mormon and pray about it.	TRC teaching a volunteer My Plan: 1. Get to know volunteer. 2. Share a simple overview of The Restoration	Follow-up visit with Krista My Plan: 1. Follow-up on her commitment to read 3 Nephi 11 (if she didn't read, read with her.) 2. Find out what was meaningful to her as she read.	Follow-up visit with John My Plan: 1. Follow-up on his commitment to pray about Joseph Smith. 2. Bear my testimony of Joseph Smith and President Monson. 3. Invite him to be baptized again.	Teach Krista "The Plan of Salvation" My Plan: 1. Follow-up on her commitment to be baptized. 2. Use "How to Begin Teaching" to apply the lesson to her baptism. 3. Teach the lesson.	Teach John "The Plan of Salvation" My Plan: 1. Ask him a few simple questions about his beliefs 2. Teach "The Atonement" and share Alma 7: 11-13. 3. Invite him to come to church.

Monday:

a.) Teach John how to pray
- i) Study "The Restoration" pamphlet "How can I Know?" in the language.
  - (1.) Identify new vocab and memorize at least 10 new words. (5 minutes)
  - (2.) Practice teaching the "How do I Pray?" steps in my own words. (10 minutes)
- ii) Study command form for giving directions about how to pray.
  - (1.) Conjugate 5 verbs in the command form. (7 minutes)
  - (2.) Say all my commands in the mission language all day.
- iii) Practice with my companion, get feedback, and repractice. (8 minutes)

b.) Invite him to read the Book of Mormon and pray about it.
- i) Study the grammar materials to extend "Will you..." questions (5 minutes)
  - (1.) Conjugate 5 verbs in the future tense without errors. (5 minutes)
  - (2.) Practice my commitments with my companion before each lesson and have him correct my conjugation.
- ii) Study 10 new words and 3 phrases in TALL VP on extending invitations. (10 minutes)
- iii) Write down blessings that come from reading the Book of Mormon and translate them. Have my teacher check them during coaching. (10 minutes)

Long-term Goals:
- Finish all grammar lessons before leaving MTC
- 2,000 words, 500 phrases by 6 months
- Speak fluently by 12 months

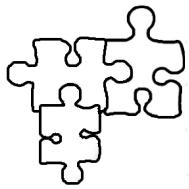
What else would you want to include in your language study plan?

ACTIVITY: LANGUAGE STUDY PLANS

- ☐ Look at the sample language study plans on pages 10 and 11.
- ☐ Evaluate the goals. Are the goals measurable? Do they reflect what the missionary will be learning?
- ☐ When will the missionary study each day? Where and how much will he or she study each day?
- ☐ Do the missionary's plans involve memorizing, applying grammar, and correcting errors?
- ☐ Using the sample language study plans as a guide, practice setting one goal that states that what you will learn. Make sure it is measurable and attainable.
- ☐ In your planner, write when, where, and how much you will study to accomplish your goal.
- ☐ Using the principles you have learned, create a complete language study plan. Ask your teacher or another missionary to give feedback and evaluate your language study plan.

STEP 1: KNOW THE MEANING

- Always find out the meaning of what you are learning. Learn the meaning of each word, and write it down if necessary.
- If you're learning grammar, find out what the grammar concept means. Be able to explain it. If you're learning words, don't ignore how prefixes and suffixes affect meaning.
- Practice repeating the meaning of each word out loud.

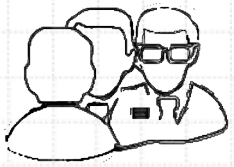


STEP 2: FOCUS ON THE FORM

- All language is made up of two things: the meaning and the words which carry that meaning.
- Form includes how it sounds, how it's pronounced, and how it's written (or for ASL, how it's gestured). Form also includes noticing patterns in grammar and word order in phrases.
- Find out how to say each word and practice until you can pronounce it correctly.

STEP 3: PRACTICE ALOUD

- We use our body to speak. Our vocal tract (lips, tongue, jaw, and throat) moves and our ears are activated. We also move our faces and gesture with our hands.
- We learn and remember language much better when we practice it physically, building muscle memory.
- Practice your words, phrases, or grammar out loud, repeatedly. Say it again and again until it becomes automatic and you can do it without notes.



STEP 4: APPLY IT

This step takes our focus back to where we started—on the meaning.

- Use what you're learning in real situations.
- If it's part of a lesson, practice teaching it to your companion.
- Think about the meaning of what you say, and express it with feeling. Do the same as you teach others and as you converse.

STEP 5: PLAN SPACED REVIEWS

Steps 1–4 place language firmly in your short-term memory. Unfortunately, that language won't stay there very long. Step 5 moves language to your long-term memory where it will remain for good.

- Early reviews may require you to use notes or materials to look up certain parts. Be sure that all early reviews are done aloud. Early reviews are complete when you can fluently produce the words, phrases, scriptures, or grammar without looking at notes.
- Later reviews can be less frequent. The more you know something, the less you will need notes, and the more you will be able to review language while doing other physical tasks (walking, standing, shaving, etc.).

FREQUENCY OF SPACED REVIEWS:

PREPARING FOR THE FIELD——

You will experience a significant transition in your language learning as you leave the MTC. You will go from lots of individual language study to feeling like you have only one hour a day. Language study may get replaced with district meetings, Sunday meetings, weekly planning, preparation day activities, teaching appointments, or even interviews and zone conferences. Guard your language study to prevent this from happening. If you can't hold it in the morning, ask your companion or mission president when you can make it up. Pay attention to moments when study time is available—meal times and evening time, riding transportation, or waiting for meetings or interviews. Do what is necessary to study the language for an hour or more every day.

All of the language learning strategies found in Chapter 7 of *Preach My Gospel* are based on these five steps. Missionaries who use all five steps learn their language faster, and they remember it better. Missionaries who skip one or more of these learning steps struggle to learn.

The following activities will help you apply the five language learning steps. As you do each activity, pay attention to how the language learning steps are being used.

ACTIVITY: MEMORIZATION

- ☐ Read Moroni 10:5 in your mission language.
- ☐ Make sure you understand what each word means in your native language. Use your tools to look up the meaning. Look at individual words, endings, and the word order.
- ☐ Practice the pronunciation by reading slowly. Have a native speaker or your teacher correct your pronunciation and repeat again.
- ☐ Memorize the scripture. Start with parts of phrases, then whole phrases, then the whole verse.
- ☐ Continue to repeat from memory. Each time you repeat the verse, you'll gain fluency in that scripture and those words.
- ☐ Use the scripture in a missionary situation such as teaching your progressing investigator about the Book of Mormon.
- ☐ Use your planner to record when you will study this scripture. After a day or two, evaluate yourself to see if you reviewed the scripture and how it went.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

ACTIVITY: APPLY GRAMMAR
Examples to Rules

- ☐ Choose a grammar principle that you haven't learned yet. Find five example sentences from the language guide (board display) for your mission language.
- ☐ Copy these sentences so you can look at them all together.
- ☐ Look for the pattern between the five sentences and seek to understand the context. Using this grammar rule, write five sentences of your own involving a principle you will be teaching to your progressing investigator.
- ☐ Write a sentence to describe the grammar rule used in the five sentences. Look up the explanation given in your grammar guide to check what you wrote.
- ☐ Practice saying the five sentences aloud, and also use the grammar rule you learned to create some additional sentences. Practice the new sentences aloud.
- ☐ Use the grammar rule and sentences you created to practice teaching a gospel principle to your progressing investigator.
- ☐ Use your planner to record when you will review this grammar principle. As you review it, teach it to your companion, and evaluate your initial study.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

ACTIVITY: APPLY GRAMMAR
Rules to Examples

- ☐ Choose a grammar principle that you haven't learned yet, and look up the rule in a grammar book.
- ☐ When you use this grammar principle, what does it mean? Write it down.
- ☐ Where is this grammar rule used in a sentence? When do you use it? Write down this information.
- ☐ Using this grammar rule, write five sentences of your own involving a gospel principle you will be teaching to your progressing investigator.
- ☐ Check your sentences to be sure you correctly used the meaning and form of the grammar rule. If a teacher is available, have him or her check your sentences for errors.
- ☐ Practice speaking by saying the sentences you created out loud. Repeat each sentence several times to increase your fluency.
- ☐ Using the sentences you created, practice teaching your progressing investigator.
- ☐ Use your planner to record when you will review this grammar principle. As you review it, teach it to your companion, and evaluate your initial study. Make goals to improve your study.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

ACTIVITY: ERROR CORRECTION

- ☐ Identify three phrases in your native language in the TALL VP book or Preach My Gospel to use while teaching your progressing investigator.
- ☐ Translate the phrases into your mission language without looking. Cover up the language side if using the TALL VP book. You may write the sentences down or say them aloud.
- ☐ Compare your phrases with the native translation in the VP book or a language version of Preach My Gospel.
- ☐ Identify errors in the translation. What did you learn about the meaning and form?
- ☐ Practice saying the corrected phrases out loud.
- ☐ Apply these sentences to a real missionary situation. For example, include these phrases as you practice teaching a gospel principle to your companion.
- ☐ In your missionary planner, write plans to improve and fix your errors. After a day or two, evaluate yourself to see if you have reduced the number of errors you make.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

INTRODUCTION: ELEMENTS OF A BOARD DISPLAY

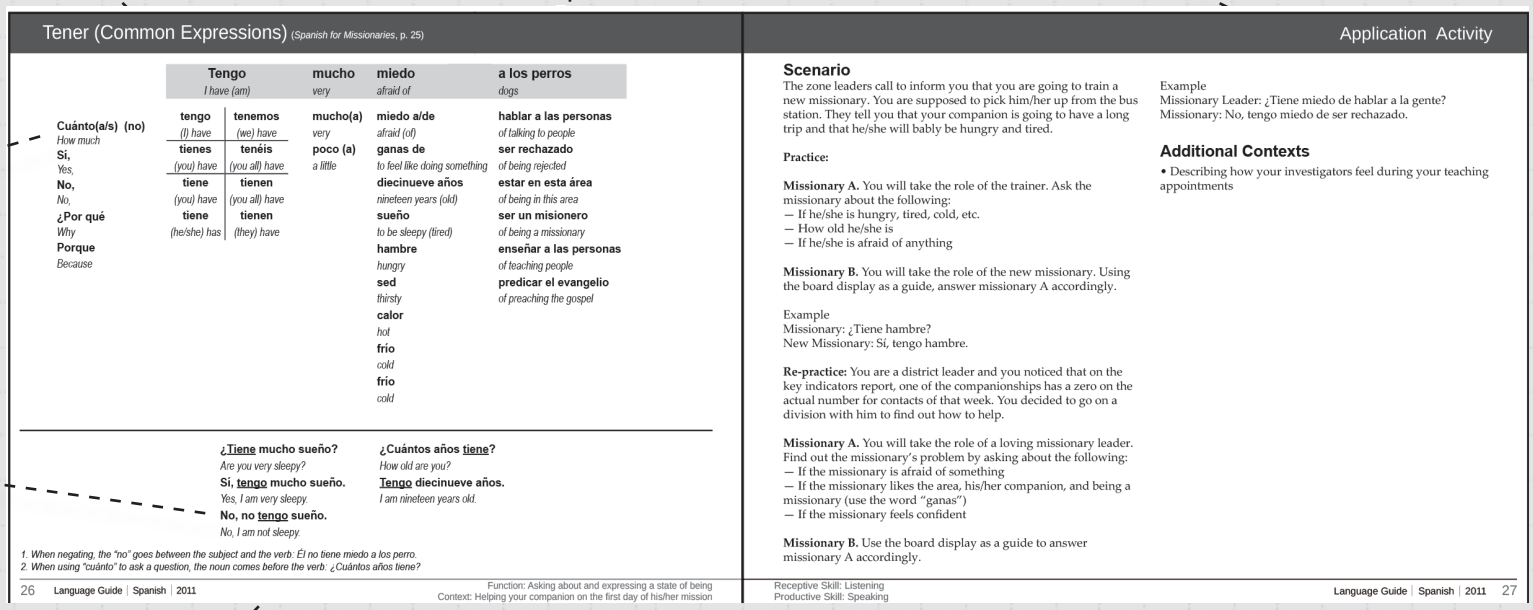
GRAMMAR PRINCIPLE

HEADER SENTENCE

The header sentence demonstrates the grammar principle that is being used in the board display. It functions as a guide for the rest of the board display.

APPLICATION ACTIVITY

Each board display is followed by an application activiy based on the context from the board display. You will be fully engaged in using the grammar principle and vocabulary just learned in a meaningful missionary scenario that mirrors the kinds of tasks you will perform in the field.



Tener (Common Expressions) *(Spanish for Missionaries, p. 25)*

Tengo *I have (am)*		mucho *very*	miedo *afraid of*	a los perros *dogs*
tengo *(I) have*	tenemos *(we) have*	mucho(a) *very*	miedo a/de *afraid (of)*	hablar a las personas *of talking to people*
tienes *(you) have*	tenéis *(you all) have*	poco (a) *a little*	ganas de *to feel like doing something*	ser rechazado *of being rejected*
tiene *(you) have*	tienen *(you all) have*		diecinueve años *nineteen years (old)*	estar en esta área *of being in this area*
tiene *(he/she) has*	tienen *(they) have*		sueño *to be sleepy (tired)*	ser un misionero *of being a missionary*
			hambre *hungry*	enseñar a las personas *of teaching people*
			sed *thirsty*	predicar el evangelio *of preaching the gospel*
			calor *hot*	
			frío *cold*	
			frío *cold*	

Cuánto(a/s) (no) *How much*
Sí, *Yes,*
No, *No,*
¿Por qué *Why*
Porque *Because*

¿Tiene mucho sueño? *Are you very sleepy?*
Sí, tengo mucho sueño. *Yes, I am very sleepy.*
No, no tengo sueño. *No, I am not sleepy.*

¿Cuántos años tiene? *How old are you?*
Tengo diecinueve años. *I am nineteen years old.*

1. When negating, the "no" goes between the subject and the verb: Él no tiene miedo a los perro.
2. When using "cuánto" to ask a question, the noun comes before the verb: ¿Cuántos años tiene?

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Function: Asking about and expressing a state of being
Context: Helping your companion on the first day of his/her mission

Application Activity

Scenario
The zone leaders call to inform you that you are going to train a new missionary. You are supposed to pick him/her up from the bus station. They tell you that your companion is going to have a long trip and that he/she will bably be hungry and tired.

Practice:

Missionary A. You will take the role of the trainer. Ask the missionary about the following:
— If he/she is hungry, tired, cold, etc.
— How old he/she is
— If he/she is afraid of anything

Missionary B. You will take the role of the new missionary. Using the board display as a guide, answer missionary A accordingly.

Example
Missionary: ¿Tiene hambre?
New Missionary: Sí, tengo hambre.

Re-practice: You are a district leader and you noticed that on the key indicators report, one of the companionships has a zero on the actual number for contacts of that week. You decided to go on a division with him to find out how to help.

Missionary A. You will take the role of a loving missionary leader. Find out the missionary's problem by asking about the following:
— If the missionary is afraid of something
— If the missionary likes the area, his/her companion, and being a missionary (use the word "ganas")
— If the missionary feels confident

Missionary B. Use the board display as a guide to answer missionary A accordingly.

Example
Missionary Leader: ¿Tiene miedo de hablar a la gente?
Missionary: No, tengo miedo de ser rechazado.

Additional Contexts
• Describing how your investigators feel during your teaching appointments

Receptive Skill: Listening
Productive Skill: Speaking

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QUESTION WORDS

This section has words or phrases used to form questions with the board display.

EXAMPLES

This section contains example questions and sentences that use the grammar principles of the board display.

NOTES

Occasionally, board displays will have notes that help explain how to use the board display.

FUNCTION & CONTEXT

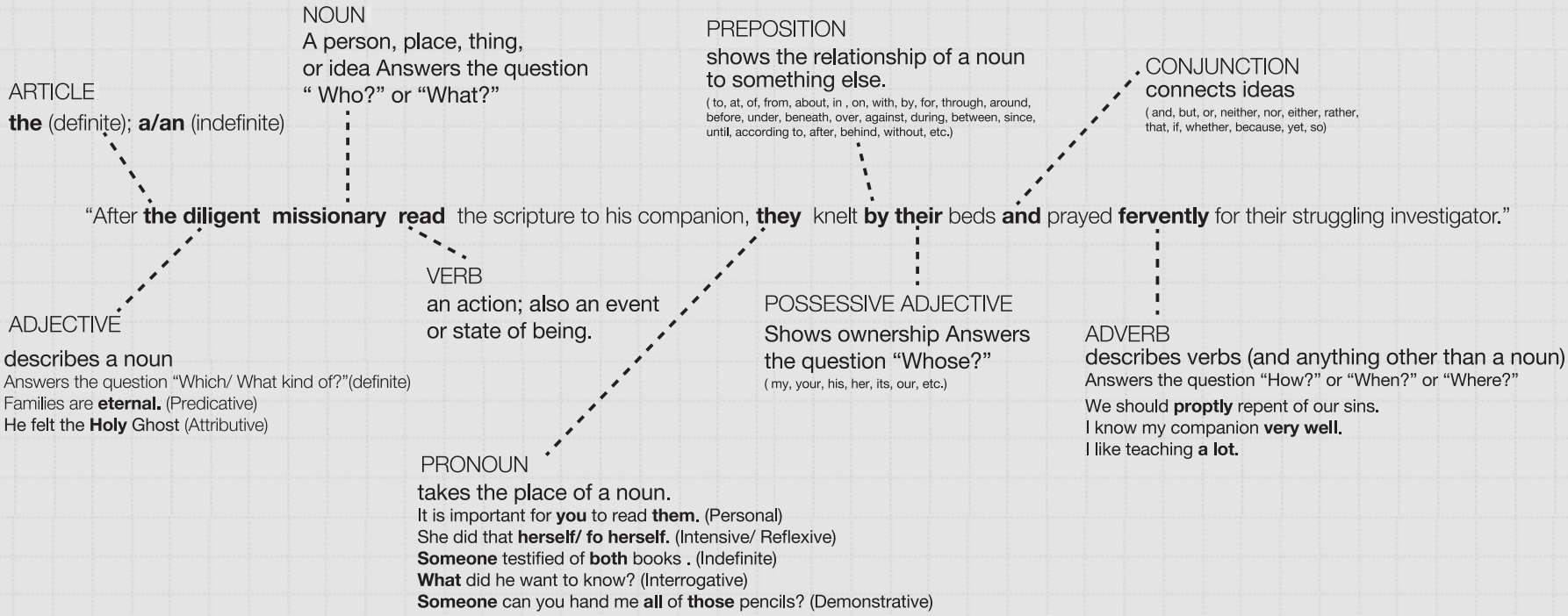
The function best describes how the grammar principle is actually used in communication.

The context is the framework around which the vocabulary of the board display was selected. Contexts are missionary centered.

RECEPTIVE & PRODUCTIVE SKILL

The Receptive Skill tells how the Application Activity will help you understand your mission language.

The Productive Skill tells what type of communication the Application Activity will require you to use.


ARTICLE
the (definite); **a/an** (indefinite)
NOUN
A person, place, thing, or idea Answers the question " Who?" or "What?"
PREPOSITION
shows the relationship of a noun to something else.
(to, at, of, from, about, in , on, with, by, for, through, around, before, under, beneath, over, against, during, between, since, until, according to, after, behind, without, etc.)
CONJUNCTION
connects ideas
(and, but, or, neither, nor, either, rather, that, if, whether, because, yet, so)
"After **the diligent missionary read** the scripture to his companion, **they** knelt **by their** beds **and** prayed **fervently** for their struggling investigator."
ADJECTIVE
describes a noun
Answers the question "Which/ What kind of?"(definite)
Families are **eternal.** (Predicative)
He felt the **Holy** Ghost (Attributive)
VERB
an action; also an event or state of being.
POSSESSIVE ADJECTIVE
Shows ownership Answers the question "Whose?"
(my, your, his, her, its, our, etc.)
ADVERB
describes verbs (and anything other than a noun)
Answers the question "How?" or "When?" or "Where?"
We should **proptly** repent of our sins.
I know my companion **very well**.
I like teaching **a lot**.
PRONOUN
takes the place of a noun.
It is important for **you** to read **them.** (Personal)
She did that **herself/ fo herself.** (Intensive/ Reflexive)
Someone testified of **both** books . (Indefinite)
What did he want to know? (Interrogative)
Someone can you hand me **all** of **those** pencils? (Demonstrative)

INTERJECTION
any emotional greeting or exclamation.

SUBJECT
who or what **does the action** (word or phrase). The subjects in the sentence on the top left are "the dilligent missionary" and "they."

DIRECT OBJECT
who or what **receives the action** of the verb (word or phrase). The direct object in the sentence above is "the scripture."

INDIRECT OBJECT
to whom or for whom an action is intended (word or phrase). The indirect object in the sentence above is "his companion."

PREPOSITIONAL PHRASE
all the words to which a preposition refers; it also includes the preposition iteself. Prepositional phrases in the sentence above include " by their beds" and "for their struggling investigator."

PASSIVE VOICE
the subject of the sentence undergoes the action of the verb.

Active voice: God called Joseph
Passive voice: Joseph was called (by God)
Active voice: We make mistakes.
Passive voice: Mistakes are made

VOWELS
the letters, *A, E, I, O, U* and sometimes *Y* (unobstructed air flow)

CONSONANTS
any other letter (obstructed air flow)

REFLEXIVE VERBS
the subject is also the object.
(get baptized, get ready, get dressed)

INTRANSITIVE VERBS
have no direct object (disappear, smile, die, repent, pray)

CLAUSE
a group of words with a subject and a verb.

INDEPENDENT CLAUSE
can stand alone as a sentence.

DEPENDENT CLAUSE
cannot stand alone as a sentence.

PREDICATE
the part of the clause that is not the subject

I am a missionary. (Nominal)
Jesus **is kind.** (Adjective)

FREQUENTLY ASKED QUESTIONS

WHAT IS A LANGUAGE FUNCTION?

Language functions describe what you should be able to do as a result of learning a particular grammar principle. Notice that each function is meant to encourage two-way conversations in your mission language. Each grammar principle in this language guide is a part of one of the following ten language functions:

Asking about and expressing a state of being
Asking about and expressing possession or ownership
Asking about and describing objects, people, and their characteristics
Asking about and expressing desire, need, preference, ability, intention, or purpose
Asking about and describing actions and events
Asking and answering questions of contrasting attitudes, emotions, and feelings
Asking and answering questions of time, date, and location
Asking and answering questions of quality, quantity, number, and sequence
Asking and answering questions of cause and effect
Narrating experiences and telling stories

WHAT IS THE PURPOSE OF INCLUDING THE TASKS IN THE BEGINNING?

The language tasks are simple ways to accelerate your ability to communicate in the language in your first few days of learning the language. The tasks are meant to help you begin to communicate in your mission language without having to understand all of the grammar behind what you are saying.

WHAT ARE THE BENEFITS OF BOARD DISPLAYS?

Board displays are meant to help minimize lengthy explanations of grammar and maximize the time practicing use of the language during group instruction. In-depth study of grammar structures and rules should take place at another time, for example during prework, language study, or in the TALL lab.

WHAT ARE CONCEPTUAL PRACTICES?

Conceptual practices help you more clearly understand and practice the concept of an upcoming grammar principle in your native language before having to deal with the linguistic mechanics in the second language. Teachers will conduct these activities in the order they have been placed in this language guide to prepare you for the grammar principles that follow them.

IN WHAT ORDER SHOULD THESE GRAMMAR PRINCIPLES BE TAUGHT?

Teachers will usually teach grammar principles in the order they appear in the Table of Contents. Occasionally, a teacher may have reason to change the order of lessons, but in general they are intended to be taught in the order given. One of the primary reasons for the order is the frequent usage of certain language functions. The first five functions, as listed above, are especially frequently used. Where possible, their corresponding grammar principles have been placed early in the Table of Contents. This arrangement will give you a great opportunity to communicate in the language at the earliest stages of your language learning.

Missionary Task:

Introductions

Vocabulary

Review the following vocabulary from today's in-class instruction:

Nouns

phûusŏɔnsâatsá?năa	*missionary*
phùak háo	*us (two missionaries prespective)*
sūu	*name*
chào/ phùak chào	*you / you (plural)*
Thāān	*you (formal)*
laao	*he, she, him, her*
khɔ̂ɔy/háo	*I, me / we, us*
ɛɛodəə	*Elder*

Preposition

cháak	*from*

Adjectives

Sá?baai	*to be well*
dii	*good*

Verbs

thûuk	*to be called*
hìakhɔ̀ɔŋ	
máa	*to come*
pen	*to be (is, are, am)*
pay	*to go*
sɔ̄ɔy	*to help*
yâak	*to want*

Question Words

yūusăy	*where*
phăi	*who*
ñăŋ	*what*
nɛ́ɛwday	*how*
cák	*how many*

Places

?aaméelīkaa	*America / U.S.A*
?alásonāā	*Arizona*
khaala?fonñāā	*California*
kho?loo?adoo	*Colorado*
yūuthaa	*Utah*
?ayda?hoo	*Idaho*
pá?thèet láaw	*Laos*

Practice:

Introduce yourself in Laotian today to three missionaries who are in your branch but not in your district.

Script Study: Study the following script characters in preparation to read. These are the "Middle Class/ Low Tone" chatacters. Refer to page 48 for more instuction.

ກ-ຈ-ດ-ຕ-ບ-ປ-ຢ-ອ

Task

Meet Someone
Phōp khón māi

Refer to the Lao Vocabulary and Phrases book (pg. 104,124-126)

Greet and take leave of someone:

Sá?baai dii tɔɔn sào/ tɔɔn bāai/ tɔɔn lɛ́ɛŋ *Good morning / afternoon / evening*	
Thāan *Mr.* **náaŋ** *Mrs.*	**náaŋsăao** *Miss.* **sītsá?dəə** ... *Sister …* **bá?láadəə** ... *Brother …*
khɔ̂ɔy dii chai thīī dài phōp chào *It's nice to meet you.*	
chào *How*	**sá?bāai dii bɔ̄ɔ?** *are you doing?*
soòk dii *Goodbye*	**phōp kan māi** *Until next time*

Introduce yourself and someone else:

phùak háo *We*	**pen** *are*	**phûusɔ̌ɔnsâatsá?năa** *Missionary(ies)*	
phə̄n *He/She*	**pen** *is*	**tua thɛ́ɛn** *representative(s)*	**khɔ̌ɔŋ phá?yesú khīt** *of the Lord Jesus Christ*
		khūūsɔ̌ɔnsàatsá?năa khɔ̌ɔŋ khɔ̂ɔi *my missionary companion*	**khɔ̌ɔŋ sâatsá?năachák khɔ̌ɔŋ phá?yesú khīt hɛ̄ɛŋ phái phón ñuk sút thàai** *of The Church of Jesus Christ of Latter-day Saints*
khɔ̂ɔi *I*	**pen** *am*		**khɔ̌ɔŋ phá?chào** *of God*
chào *You*	**sʉ̄ʉ** *name*	**ñăŋ?** *what?*	**ɛɛodəə** _____ *Elder*_____
	khɔ̂ɔi *I*	**sʉ̄ʉ** *name*	**sītsá?dəə** _____ *Sister*_____

Background:

khɔ̌ɔ *May I*	**ao** *get*	**thīī yūu/lèek thóolā?sáp** *address/ phone number*	**dài bɔ̄ɔ?** *can yes/no?*	
chào *You*		**máa tɛ̄ɛ săi?** *come from where?*		
chào *You*		**sī hāpsài** *are serving*	**yūu săi?** *where?*	
khɔ̂ɔi *I* **phùak háo** *We*		**máa** *come*	**tɛ̄ɛ** *from*	**lāt Utah/California** *Utah / California* **sá?há?lāt America** *the United States* **pá?thèet láao/ pá?thèet thái** *Laos / Thailand* **pá?thèet vîetnáam/ pá?thèet chiin** *Vietnam / China*
khɔ̂ɔi *I* **phùak háo** *We*		**sī pai** *am going*		

Vocabulary (30 min):

Familiarize yourself with the following vocabulary to prepare for in-class instruction.

Nouns	
sâatsá?daa	prophet
phā?wínñáanbɔɔlīsút	Holy Ghost
sáttháa	faith
phā?kíttɨkhún	gospel
bôot	church
khámtɔ̂ɔp	answer
nāt	appointment
lùuk	children
tuathɛ́ɛn	representative
khwáamciŋ	truth

Verbs	
ben	to be
námpháa	to lead
sɔ̌ɔn	to teach
hían	to learn
khàatwǎŋ	to expect
pâatthá?nǎa	to desire
hāk	to love
hùucák	to know (a person)

Review:

Immediate Review:

Think of how this task can help you convey your purpose to an investigator, then practice the sentence structure in the task by stating your role as a missionary, asking a few thought-provoking questions, and providing a few simple statements of truth.

Grammar Help:

There are many important grammatical functions in this task. The most important idea is to understand the structure of Laotian is Subject, Verb, Object. Knowing the basic structure will help you create your own ideas to help invesigators understand the overview.

Additional Practice:

Practice a short lesson by using the phrases in this task. Pick an objective for your next lesson (for example: We want our investigator to feel that God loves him or her and that he or she can approach Him through prayer and the scriptures), then use the sentences in the task to be able to accomplish your goal.

Script Study: Study the following script characters in preparation to read. These are the “Low Class/High Tone” chatacters. Refer to page 48 for more instuction.

ຄ-ງ-ຍ-ຊ-ທ-ນ-ພ-ຟ-ມ-ຣ-ລ-ວ-ຮ

Subject	Verb	Object
phùakháw *We*	**ben** *are*	**phûusɔ̌ɔnsâatsá?năa.** *missionaries.*
khɔ̂ɔy *I*	**ben** *am*	**ɛɛwdəə/ sītsá?təə____** *Elder/Sister _____.*

Subject	Verb	Object
sâatsá?daa *Prophets* **phûusɔ̌ɔnsâatsá?năa.** *Missionaries* **phā?khámphíi** *The scriptures* **?ákkhā?săawōk** *The apostles*	**sɔ̌ɔn** *teach* **hían** *learn/teach* **?á?thībaay** *explain*	**khámsɔ̌ɔn khɔ̌ɔŋ phā?càw** *the word of God.* **khwáamciŋ** *the truth.* **lákthám khɔ̌ɔŋ phā?kíttíkhún** *gospel principles.*

Subject	Verb	Object
phā?càw *God* **phā?yeesúukhīt** *Jesus Christ* **phā?wínñáanbɔɔlīsút** *The Holy Ghost* **phā?oŋ** *He* **sâatsá?daa** *The prophet*	**hùucák** *knows* **hāk** *loves* **doncay** *inspires* **sɔ̄ɔy** *helps* **námpháa** *leads*	**càw** *you.* **phùak càw** *you (plural).* **phùakháw** *us.* **khɔ̀ɔpkhúa.** *families.* **sâatsá?năacák** *the church.*

Subject	Verb	?	Prep	Object
	khâatwăŋ *expect*			**phùakháw?** *us?*
càw *you*	**yâak hían** *want to learn*	**ñăŋ** *you*	**câak** *of/from*	**nāt nìi?** *this appointment?*
	pâatthá?năa *desire*			**phā?càw?** *God?*

Vocabulary (30 min):

Familiarize yourself with the following vocabulary to prepare for in-class instruction.

Nouns	
khám?á?thīthăan	*prayer*
khámtɔ̂ɔp	*answer*
khámthăam	*question*
kaanpêətphə̆əy	*revelation*
khwáamdoncay	*inspirtation*
khwáamkhêmkhɛ̆ɛŋ	*strength*
súkkhá?phàap	*health*
pháasăa	*language*
kaannámpháa	*guidance*
phûusŏncay	*investigator*
khwáamciŋ	*truth*
tuayāaŋ	*example*
?ookâat	*opportunity*
khwáamhāk	*love*
khɔ̀ɔpkhúa	*family*
khwáam?ótthón	*patience*

Verbs	
khɔ̆ɔ	*to ask*
khɔ̂ɔp phā?tháy	*to thank*
?á?thīthăan	*to pray*
?uay phɔ́ɔn	*to bless*
námpháa	*to lead*
hían	*to learn*
yâak	*to want*
pá?tháan	*to give (royal)*
ben	*to be*
fáŋ	*to listen*
khâwcay	*to understand*
têəptoo	*to grow*
hāk	*to love*

Review:

Immediate Review:

Pray in Laotian today in your companionship study as well as one other time during the day.

Grammar Help:

*Notice the change in the words within the “Nouns” column. Adding “khám, kaan, and khwáam” is how you change verbs into nouns (Reference to page 52). Ex: Pray (verb) to Prayer (noun or the event) in Laotian you would say, ?á?thīthăan (verb) to khám?á?thīthăan (noun or the event). As a result, turning pray into prayer, which is a noun.

Additional Practice:

Each day, try to expand and enrich your prayers by adding new vocabulary found in your Laotian language materials. Think of your family, friends, and investigators, and create new sentences to add to your prayers. Your prayers will become more meaningful and sincere to you, your investigators, and to God.

Script Study: Study the following script characters in preparation to read. These are the “High Class/ Rising Tone” chatacters. Refer to page 48 for more instuction.

ຂ-ສ-ຖ-ຜ-ຝ-ຫ-ໜ-ໝ-ໜ-ໝ-ຫລ-ຫວ

Task

Refer to the Lao Vocabulary and Phrases book (pages 132-134)

Offer a Prayer / sá?nə̌ə khám á?thíthăan

Address Heavenly Father:

phā?biidaa théŋ sá?wăn *Heavenly Father*	**khx̌ɔŋ khá?nɔ̀ɔi** *My* **khx̌ɔŋ phùak khá?nɔ̀ɔi** *Our*

Express Gratitude:

khá?nɔ̀ɔi I **phùak khá?nɔ̀ɔi** *We*	**khɔ̂ɔp phā?thái phā?oŋ** *thank thee* **ká?tanñúu** *grateful*	**sămlāp** *for*	**khɔ̂ɔpkhúa** *family* **khūusx̌ɔnsâatsá?năa** *companion(s)* **tamnɛ́ɛŋ pen phûu sx̌ɔn sâatsá?năa** *missionary call* **phā?bút khx̌ɔŋ phā?oŋ, phá?yesú khīt** *thy Son, Jesus Christ* **kaansōtsài khx̌ɔŋ phā?bút khx̌ɔŋ phā?oŋ** *the Atonement of thy Son*	**khx̌ɔŋ khá?nɔ̀ɔi** *my* **khx̌ɔŋ phùak khá?nɔ̀ɔi** *Our*	_____ _____ _____ _____ _____ _____ _____ _____ _____ _____

Ask for Help and Blessings:

khá?nɔ̀ɔi khx̌ɔ hâi phā?oŋ *I ask thee,* **phùak khá?nɔ̀ɔi khx̌ɔ hâi phā?oŋ** *We ask thee,*	**sóŋ uai phɔ́ɔn** *bless* **sóŋ pá?tháan** *give*	**khá?nɔ̀ɔi** *me* **phùak khá?nɔ̀ɔi** *us* **sâatsá?daa** *the prophet* **khɔ̀ɔpkhúa khx̌ɔŋ phùak khá?nɔ̀ɔi** *our families*	**káp** *with*	**khx̌ɔŋ pá?tháan hɛ̌ɛŋ kaan wào pháasăa tāaŋ tāaŋ** *the gift of tongues* **amnàat khx̌ɔŋ phā?oŋ** *the power of God* **khwáamchaibun** *charity* **súkkhá?phàap thīī dii** *good health* **khwáampɔ̀ɔtphái** *safety*	_____ _____ _____ _____ _____ _____ _____ _____ _____ _____

Close:

nái phā?náam khx̌ɔŋ phá?yesú khīt, Amen. *In the name of Jesus Christ. Amen.*

Vocabulary (30 min):

Familiarize yourself with the following vocabulary to prepare for in-class instruction.

Nouns	
khám?á?thīthăan	prayer
khámtôɔp	answer
khámthăam	question
kaanpêətphĕəy	revelation
khwáamdoncay	inspirtation
khwáamkhêmkhĕɛŋ	strength
súkkhá?phàap	health
pháasăa	language
kaannámpháa	guidance
phûusŏncay	investigator
khwáamciŋ	truth
pen tuayāaŋ	example
?ookâat	opportunity
khwáamhāk	love
khwáamtaay	death

Verbs	
khŏɔ	to ask
khôɔpcay	to thank
wàw	to say
?á?thīthăan	to pray
?uayphɔ́ɔn	to bless
námpháa	to lead
hían	to learn
yâak	to want
hây	to give
pen	to be
fáŋ	to listen
khâwcay	to understand
têəptoo	to grow
hāk	to love

Review:

Immediate Review:

Practice a testimony you can share in your next visit with an investigator. Try testifying about the role of the Savior and how the atonement has helped you in your life.

Grammar Help:

*Understand that whenever you are stating something that you know you need to include “wāa”(reference page 32 within this language book for more explanation). Adding “wāa” will add flow and overall understanding to what you are testifying.

**Using the “pen” for “is” indicates that the following is 100% true, or that you know without a doubt that the following is true.

Additional Practice:

Before your next lesson, practice bearing testimony to your companion using phrases from this board display. Practice using the different forms and grammar principles. To challenge yourself, think of other statements of which you would like to testify, look up the vocabulary, then practice your own personalized testimony.

Script Study: Study the following script characters in preparation to read. These are the “Stop Sound” vowels. Refer to page 48 for more instuction.

xະ - ເxະ - ແxະ - ໃxະ - ເxາະ - ເxັຍະ - xິວະ

Task

Testify / khɔ̆ɔ pen phā?ñáan

Refer to the Lao Vocabulary and Phrases book (pages 152-154)

State a Truth:

khɔ̂ɔi hùu *I know* **phùak háo** *We know*	**wāa** *that*	**phá?yesú khīt** *Jesus Christ* **sâatsá?năachák khɔ̆ɔŋ phá?yesú khīt hɛ̆ɛŋ phái phón ñūk sút thàai** *the Church of Jesus Christ of Latter-day Saints* **phā?khámphíi Mɔ́ɔmɔ́ɔn** *The Book of Mormon* **choosēp sá?mīt** *Joseph Smith* **Thóomāt Mɔ́ɔnsán** *Thomas S. Monson* **phā?kíttíkhún khɔ̆ɔŋ phá?yesú khīt** *the Gospel of Christ*	**pen** *is* **thû᷄ᵾk** *has been*	**chiŋ/khwáamchiŋ** *true(adj)/ truth* **fᵾ᷄ᵾnfúu yūu thə́ŋ lòok nìi** *restored to the earth* **sâatsá?daa thīī míi síiwīt yūu nái sá?măi nìi** *a living prophet in our day* **phā?phûuthái lɛ́?** **phā?phûusɔ̆ɔihâilɔ̀ɔt khɔ̆ɔŋ háo** *our Savior and Redeemer* **khámwào khɔ̆ɔŋ phā?chào** *the word of God* **tháaŋ thīī kápkhᵾ́ᵾn pai hăa sá?wăn** *the path that returns to heaven*

State the Implications of Your Testimony:

doọi kaan hùu thə́ŋ sīŋ lāo nìi *Because of the knowledge of these things*	**khɔ̂ɔi săamàat** *I can* **chào săamàat** *you can* **phùakháo săamàat** *we can*	**hāp** *receive* **hùu** *know* **hùu….dii khᵾ̂n** *better know* **míi** *have*	**lā?wāaŋ khwáam dii lɛ́? khwáam sūa** *the difference between good and evil* **khwáamchiŋ khɔ̆ɔŋ thūk lᵾ̄ᵾang** *the truth of all things* **phā?biidaa thə́ŋ sá?wăn khɔ̆ɔŋ háo** *our Father in Heaven / our Savior Jesus Christ* **khwáamhāk/khwáamsá?ŋōp/khwáamsᵾ̄ᵾnsóm/khwáamkàahăan** *love / peace / joy / courage* **síiwīt nīlándɔɔn** *eternal life*

Vocabulary (30 min):

Familiarize yourself with the following vocabulary to prepare for in-class instruction.

Nouns

sâatsá?năacák	*church*
báptítsá?máa	*baptism*
mɯ̀ɯ	*day*
phā?khámphíi mɔ́ɔmɔ́ɔn	*Book of Mormon*
thăanā?pá?lóohít	*priesthood*
phā?banñāt	*commandments*
?aathīt	*week*
sá?ŋóp	*peace*
kaanlɔ̀ɔlúaŋ	*temptation*

Verbs

pay	*to go*
máa	*to come*
?á?thīthăan	*to pray*
?āan	*to read*
hāp báptí?sa ?máá	*to be baptized*
tiam	*to prepare*
yūu	*to live*
hāp	*to obtain*
míi	*to be happy*
khwáamsúk	
lɘ̄ɘm	*to begin*

Prepositions of Time

mɯ̄a	*when*
lăŋcâak	*after*
kɔ̄ɔn	*before*

Prepositions

nám	*with*

Adverbs

pá?cam wán	*daily*
lăay khɯ̂n	*more*
lăay	*much / many*
yāaŋ thɛ̀ɛ	*truly*
yāaŋ phàakphían	*diligently*

Adjectives

nīlándɔɔn	*eternal*
diilăay	*great, very good*
thūk	*every*
ñíndii	*joyous, satisfied*

Immediate Review:

Identify each of the invitations you will be extending to your progressing investigator over the next three days. Write an invitation sentence and a promised blessing sentence for each invitation you plan to extend.

Script Study: Study the following script characters in preparation to read. These are the “Short Sound” vowels. Refer to page 48 for more instuction.

ั X – ิ X – ึ X – ุ X – เั X – ิX – เิ – เึ – X ๊ – X ๋ – เิย

Bonus:

Review the following vocabulary without looking at previous pages:

Nouns	Verbs	Others
sâatsá?daa	khɔ̆ɔ	Sá?baai
phā?wínñáanbɔɔlīsút	khôɔpcay	sɔ̄ɔy
khám?á?thīthăan	wàw	hāk
khwáamciŋ	hían	bòd
?ookâat	yâak	khôɔ
lùuk	hây	bôot
háw	hùu	sá?ŋóp

Subject	Tense	Verb Phrase	Question
càw *you*	cá? *will*	hāp báptí?sá?máa *are baptized* ?á?thītháan *pray* ?āan phā?khámphíi mɔ́ɔmɔ́ɔn *read Book of Mormon* pay bôot *go to church*	dày bɔ̄ɔ? *(Request) Yes/no?*

When	Subject	Verb Phrase	Subject	Tense	Result
mū̱a *When*	càw *you*	hāp báptí?sá?máa *are baptized* ?á?thītháan *pray* ?āan phā?khámphíi mɔ́ɔmɔ́ɔn *read Book of Mormon* pay bôot *go to church*	càw *you*	cá? *will*	hùu wāa càw dày lu̱ak tháaŋ thû̱u̱k *know that you chose the right* dày hāp khwáam sá?ŋóp *obtain peace* damlóŋ síiwīt yāaŋ míi khwáamsū̱u̱nsóm *live joyously* míi khwáamsúk lăay kwāa *be happier*

Subject	Tense	Verb	Question
càw *You*	dày *(past tense)*	?á?thītháan *pray* pay bôot *go to church* ?āan phā?khámphíi mɔ́ɔmɔ́ɔn *read the Book of Mormon*	bɔ̄ɔ?

Vocabulary (30 min):

Familiarize yourself with the following vocabulary to prepare for in-class instruction.

Books in the Book of Mormon	
nănŋsŭu níifáy	*the book of Nephi*
nănŋsŭu ceekhɔ̂ɔb	*the book of Jacob*
nănŋsŭu iinád	*the book of Enos*
nănŋsŭu ceelɔɔm	*the book of Jarom*
nănŋsŭu ɔɔmnay	*the book of Omni*
thɔ̂ɔykham khɔ̌ɔŋ	*Words of*
mɔɔmɔ̂ɔn	*Mormon*
nănŋsŭu moosayyaa	*the book of Mosiah*
nănŋsŭu ɛɛlmaa	*the book of Alma*
nănŋsŭu hiilaaman	*the book of Helaman*
nănŋsŭu mɔɔmɔ̂ɔn	*the book of Mormon*
nănŋsŭu iithəə	*the book of Ether*
nănŋsŭu mooroonay	*the book of Moroni*

Verbs	
pə̂ət	*to open*
?āan	*to read*
săŋkêet	*to notice*
pràyúg sày	*to apply*
nam pay sày	*"to take and use"*
patíbàd taam	*to act according to*
sūafáŋ	*to obey*
lù̱ak	*to choose*

Question Words	
nɛ̀ɛwday	*how?*
penñăŋ	*why?*
ñăŋ	*what?*
dày bɔ̄ɔ	*can/may?*

Prepositions	
thə́ŋ	*to/towards (shows direction)*

Nouns	
nănŋsŭu	*book*
bòd	*chapter*
phâak	*section*
khɔ̂ɔ	*verse*
wak	*paragraph*
sìdsĕelii	*freedom/agency*
khwaamcampen	*necessity*
khwaamsămkhan	*importance*
síiwīt	*life*

Adjectives (Static Verbs)	
săm̀khan	*important*
níi	*this*
pracam wan	*daily*
thîi	*"that is"*

Review

- Practice using the grammar you have learned by sharing one of your favorite scriptures with your companion using the vocabulary, phrases, and grammar you learned in this task. Ask questions to check for understanding and to apply the scripture.
- With your companion, Select a scripture you will share in your next appointment with your progressing investigator. Use your *TALL Vocabulary and Phrases* book to look up any vocabulary you might need. Practice sharing that scripture with two other missionaries in your district.

Bonus Study

- Read "The scriptures invite the Holy Ghost into your teaching" on page 180 of *Preach My Gospel*

Script Study: Study the following script characters in preparation to read. These are the "Long Sound" vowels. Refer to page 48 for more instuction.

xา - ◌ิx - ◌ีx - ◌ูx - เx - แx - ◌ไx - ◌ำx - เ◌ิx - x◌ัx - x◌็อ - xอx - เ◌ือ

"Please"	Verb	Book	Section	Specify	Number	Section	Specify	Number	To	Number	Question
sɔ̄ɔy *To help* **khɔ̌ɔ hây** *To request*	**pə̂ət** *To open* **?āan** *To read*	**năŋsɯ̆ɯ níifáy thîi sɔ̌ɔŋ** *The Second Book of Nephi*	**bòd** *Chapter*	**thîi** *That (Specifically)*	**săam síp ét** *Thirty One*	**khɔ̂ɔ** *Verse*	**thîi** *That (Specifically)*	**síp ét** *Eleven*	**thə́ŋ** *To*	**síp sɔ̌ɔŋ** *Twelve*	**dày bɔ̄ɔ** *Can Yes/No?*

Subject	Verb	Question	About	Object
níifáy *Nephi* **càw** *You* **khɔ̂ɔy** *I (me)*	**sɔ̌ɔn** *To teach* **khâwcay** *To understand* **hían** *To learn* **khīt** *To Think*	**ñăŋ** *(What?)*	**kīawkáp** *about* **lɯang** *concerning*	**phā?wínñáan bɔɔlīsút** *The Holy Ghost* **khwáamcampen khɔ̌ɔŋ báptí?sá?máa** *Necessity of Baptism* **kaantíttaam tuayāaŋ phā?yeesúukhīt** *Following the example of Jesus Christ* **khwáamhāk khɔ̌ɔŋ phā?bídaa thə́ŋ sá?wăn** *The Love of Heavenly Father*

Subject	Tense	Verb	Obeject	Prepositions	Application	Question
càw *You* **háw** *Us* **khɔ̀ɔpkhúa khɔ̌ɔŋ càw** *Your Family*	**cá?** *Will*	**?awnámsày** *ToTake and Use* **pátíbát taam** *To act accroding to*	**khámsɔ̌ɔn nìi** *These Teachings* **khɔ̂ɔkhwáam nìi** *This Passage* **phā?yeesúukhīt** *Jesus Christ*	**náy** *In* **káp** *With*	**síiwīt khɔ̌ɔŋ càw** *Your Life* **síiwīt pá?camwán** *Daily Life* **khɔ̀ɔpkhúa khɔ̌ɔŋ càw** *Your Family*	**nɛ́ɛwday?** *How* **penñăŋ?** *Why*

Vocabulary (30 min):

Familiarize yourself with the following vocabulary to prepare for in-class instruction.

Nouns	
pii	*year*
duan	*month*
wan/mu̱u	*day*
yooséb samíd	*Joseph Smith*
phā?kíttíkhún	*gospel*
sâatsá?năacák	*church*
phā?khámphíi baybèn	*the Bible*
kaanpêətphə̆əy	*revelation*
thīisút	*the end*
khámtɔ̂ɔp	*answer*
khwáamciŋ	*truth*
níkaay	*sect/denomination*

Verbs	
fù̱unfúu	*to restore*
khâwhūam	*to join*
sɔ̀ɔkhă̆a	*to seek/search for*
sú̱ksă̆a	*to study*
pêətphə̆əy	*to reveal*
pá?kót	*to appear before*
dàyhāp	*to receive*
phōp	*to meet/find*

Prepositions	
náy	*in*
kīawkáp	*about*
thə́ŋ	*to/towards (shows direction)*
tɔ̄ɔ	*to (in front of, in relation to)*
lă̆ŋ	*after/behind*
câak	*from*

Time Phrases (Adverbs)	
mū̱a [period of time] kɔ̄ɔn lɛ̂ɛw	*"[period of time] ago"*
kɔ̄ɔn	*before*
tɔɔn lɛ̄?	*firstly/at first*
tɔ̄ɔ maa	*later/next*
lă̆ŋ câak nàn	*"after that"*
náy thīisút	*"In the end"/finally*

Adjectives (Static Verbs)	
thīi	*that/that's*
thɛ̀ɛ ciŋ	*true*
____ an day an nū̱ŋ	*"any one ____"*
thám?ít	*first (sequencing)*
?ū̱ūn	*other*

Review

- Practice sharing the Joseph Smith Story to your investigator. Be ready to describe the First Vision using your own words. Do not rush through it. Bear sincere testimony that you know it is true. Do not hesitate to explaine how you came to know of its truth, how this experience has blessed your life, and how it can help them come closer to Jesus Christ.
- Using the principles you learned in this lesson and vocab. from the *TALL Missionary and Phrases* book, practice sharing with your companion a personal experience that helped your testimony grow.

Addtional Study

-Read Joseph Smith-History 1:1-20
-Read "The Restoration of the Gospel of Jesus Christ through Joseph Smith" on pages 36-38 of *Preach My Gospel*
-Read "The Message of the Restoration: The Foundation of Faith"on pages 6-8 of *Preach My Gospel*
- Aditional Scriptures: James 1:5, Ephesians 4:5, and Ephesians 1:10
- Memorize James 1:5 in your mission language
-Memorize the First Vision in your mission language

Past Phrase					
When	**Amount of Time**	**Ago**	**Subject**	**Verb**	**Object**
mɯ̄a *When*	**sɔ̌ɔŋ lɔ́ɔy pii** *200 years*	**thīi lɛ̂ɛw** *ago*	**yooséb samíd** *Joseph Smith*	**fù̱u̱nfúu** *restore(-d)*	**phā?kíttíkhún khɔ̌ɔŋ phā?yeesúukhīt** *gospel of Jesus Christ*
	lăay pii *many years*		**phā?kíttíkhún** *the gospel*	**dàyhāp** *receive(-d)*	**kaanfù̱u̱nfúu** *restoration*

Before Phrase		Future Action			Preceding Action		
Before	**Specify**	**Subject**	**Tense**	**Verb Phrase**	**Subject**	**Verb**	**Object**
kɔ̄ɔn *Before*	**(thīi)** *(that)*	**yooséb** *Joseph*	**cá** *will (would)*	**khâwhūam níkaay ?ɯ̄ɯ̄n** *join other sects/denominations*	**laao** *he*	**sɔ̀ɔkhăa** *seek (sought)*	**sâatsá?năacák thīi thɛ̀ɛ ciŋ** *the church that (is) true*
		laao *he*		**?á?thīthăan** *pray(-ed)*	**yooséb** *Joseph*	**sú̱ksăa** *study(-ied)*	**phrákhamphii baybɵ̂ən** *the Bible*

Sequencing Phrase	Subject	Verb	Object	Prepositional Phrase
tɔɔn lɛ̄? *Firstly/at first*	**laao** *he*	**sú̱ksăa** *study(-ied)*		**náy phā?khámphíi baybèn** *in the Bible*
tɔ̄ɔ maa *Later/next*	**laao** *he*	**?á?thīthăan** *pray(-ed)*		**thə́ŋ pha?phûupencâw** *to God*
lăŋ câak nàn *After that*	**pha?phûupencâw lɛ̄? phā?yeesúukhīt** *God and Jesus Christ*	**pá?kót** *appear(-ed)*		**tɔ̄ɔ yooséb samíd** *to (in front of) Joseph Smith*
náy thīisút *In the end*	**yooséb samíd** *Joseph Smith*	**dàyhāp** *receive(-d)*	**khámtɔ̂ɔp** *an answer*	**câak pha?phûupencâw** *from God*

To Be (Part I)

mɛ̄ɛn lɛ̀ɛw
Yes,
bɔ̄ɔ
No,

sâatsá?daa		**pen**	**tua thɛ́ɛn khɔ̌ɔŋ phā?chào**		**(bɔ̄ɔ)**
Prophets(s)		*is/are*	*representative(s) of God.*		*(?)*
ɛɛlā?máa	**(bɔ̄ɔ)**	***mɛ̄ɛn**	**phăi?**		
Alma	*not*	*is/are*	*who?*		
sâatsá?daa		***pen**	**tua thɛ́ɛn khɔ̌ɔŋ phā?chào**		
Prophet(s)		*is/are*	*representative(s) of God.*		
phá?yesú khīt			**knón thīī sʉ̄afáŋ phā?chào**		
Jesus Christ			*a person obedient to God.*		
phùakháo			**khón sáksít**		
We			*a holy person/people.*		
khón bâap			**khón dii phɔ̀ɔm**		
Sinners			*perfect person/people.*		
pə̄ə̄n			**phûunámpháasâatsá?năachák**		
He/She			*a leader of the church.*		
Nóoaa			**khón sūa**		
Noah			*evil person/people.*		
Choosép Saamít			**phûuhāpkaanpə̂ətphə̆ə̄i**		
Joseph Smith			*a person who receives revelation.*		
Níifái					
Nephi					

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sâatsá?daa pen khón sáksít bɔ̄ɔ?
Are Prophets holy men?
mɛ̄ɛn lɛ̀ɛw, sâatsá?daa pen khón sáksít
Yes, Prophets are holy men.
sâatsá?daa bɔ̄ɔ pen khón dii phɔ̀ɔm
Prophets are not perfect people.

sâatsá?daa mɛ̄ɛn phăi?
Who are prophets?
sâatsá?daa pen phûuhāpkaanpə̂ətphə̆ə̄i
Prophets are people who receive revelation from God.
sâatsá?daa bɔ̄ɔ pen khón sūa
Prophets are not evil people.

**"pen" is used animate objects like people; "mɛ̄ɛn" is used for inanimate objects and asking questions.*

Scenario

In preparation for General Conference this weekend, you and your companion are visiting several less-active members in the area to invite them to watch and invite their friends. You visit **ຈັນດີ,** who hasn't been to church in several years. Help her understand the role and importance of a prophet.

1. Practice: In pairs, one missionary takes the role of **ຈັນດີ** and the other fills his role as the missionary. Practice discussing the role of a prophet.

2. Re-practice: In pairs, have one missionary takes the role of **ຈັນດີ** and the other fills his role as the missionary. Practice discussing the role of a prophet.

Script Study: Study the following script characters in preparation to read. These are the Number Characters. Refer to page 48 for more instuction.

๐ - ๑ - ๒ - ๓ - ๔ - ๕ - ๖ - ๗ - ๘ - ๙

Additional Scenario(s)

You have been asked by the Ward Mission Leader to visit **ຄຳພຸດ,** who was baptized three weeks ago, and teach a principle from Lesson 4 of Preach My Gospel as part of the new member lessons. You've decided to teach the principle titled "Follow the Prophet".

- You are at the grocery store and someone asks if you are a Mormon. You tell them you are, and then they ask: "What makes your church different from the other Christian churches?"

To Be (Part II)

phā?khámphíi mɔ́ɔmɔ́ɔn *Book of Mormon*		**mɛ̄ɛn** *is/are*	**kaanpêətphə̌əi** *revelation*	**châak phā?chào** *from God.*	

mɛ̄ɛn lɛ̀ɛw
Yes,
bɔ̄ɔ
No,

phā?khámphíi mɔ́ɔmɔ́ɔn **(bɔ̄ɔ)** ***khə́ʉ**
The Book of Mormon *not* *is/are*
khámsɔ̌ɔn nái pʉ̀m lêm nìi
The teachings in this book
phā?khámphíi báibən
The Bible
nă̌ŋsə̌ʉ lêm nìi
This Book/Pamphlet
bót nìi
This chapter
khɔ́ɔ nìi
This verse

***mɛ̄ɛn**
is/are

ñă̌ŋ
what?

kaanpêətphə̌əi **châak phā?chào**
revelation *from God.*
phā?khám **khɔ̌ɔŋ phá?yesú khīt**
scripture (holy words) *of Jesus Christ*
lʉ̄ʉaŋ **khɔ̌ɔŋ mā?nūt**
a story *of man.*
pʉ̀m phīsêet **sʉ̄ŋ khǐan wài dooi tháaŋ sâatsá?daa**
a special book *which was/were written by prophets.*
pá?chák phā?ñáan **hâi háo nái ñūk súttàai nìi**
testimony *for us in these last days.*
khámsɔ̌ɔn sáksít **thīī sɔ̄ɔi háo phōp khámtɔ̂ɔp**
sacred teachings *that help us find answers.*
khwáamnɛ́ɛohě̌n **sʉ̄ŋ mā?nūt tàŋ khə̂n**
the opinions *which men made up.*
khámwào
words

(bɔ̄ɔ)
(?)

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phā?khámphíi mɔ́ɔmɔ́ɔn mɛ̄ɛn phā?khám sʉ̄ŋ khǐan wài dooi tháaŋ sâatsá?daa bɔ̄ɔ?
Is the Book of Mormon scripture which was written by prophets?

mɛ̄ɛn lɛ̀ɛw, phā?khámphíi mɔ́ɔmɔ́ɔn mɛ̄ɛn phā?khám sʉ̄ŋ khǐan wài dooi tháaŋ sâatsá?daa
Yes, the Book of Mormon is scripture which was written by prophets.

phā?khámphíi mɔ́ɔmɔ́ɔn mɛ̄ɛn ñă̌ŋ
What is the Book of Mormon?

phā?khámphíi mɔ́ɔmɔ́ɔn mɛ̄ɛn khámsɔ̌ɔn sáksít khɔ̌ɔŋ phá?yesu khīt
The Book of Mormon is sacred teachings of Jesus Christ.

khámsɔ̌ɔn nái pʉ̀m lêm nìi mɛ̄ɛn lʉ̄ʉaŋ sʉ̄ŋ mā?nūt tàŋ khə̂n bɔ̄ɔ?
Are the teachings in this book stories which men made up?

bɔ̄ɔ, phā?khámphíi mɔ́ɔmɔ́ɔn bɔ̄ɔ mɛ̄ɛn lʉ̄ʉaŋ sʉ̄ŋ mā?nūt tàŋ khə̂n
No, the Book of Mormon is not stories which men made up.

"mɛ̄ɛn/khə́ʉ**" can be used in the singular form "is" or the plural form "are". Both words have the same meaning.*

Function: Asking about and expressing a state of being
Context: Teaching about the Book of Mormon

Scenario

You and your companion are visiting a recent convert named ທອງດີ who lives with his older brother. The brother has never been home when you've visited, but this time he is cooking in the kitchen. When you invite him to join the discussion he hesitantly agrees. He sees your Book of Mormon on the table and asks: "What is that?"

1. Practice: In pairs, one missionary takes the role of the brother and the other fills his role as the missionary. Explain the content of the Book of Mormon. Also, choose one of your favorite scriptures from the Book of Mormon and share it with the brother.

2. Re-practice: Now the brother asks "Is it like the Bible?" Practice explaining what the Bible is and how they are similar.

Script Study: Review the following script characters in preparation to read.

จ - ຢ - ລ - ຮ - ຫງ - ◌ີ - ◌ົx - x◌ຽx - ◌ະx - ◌ໄx

Additional Scenario(s)

- You visit a former investigator and see an old copy of the Book of Mormon on his table. You feel prompted to share with him your feelings about the Book of Mormon and what it contains.
- You are contacting people on the street and meet a young mother. She has heard about a "Mormon Bible" and she asks you about it. Share with her your testimony of the Book of Mormon.

Practice deciding, in English, when to use wāa, thīī as a relative pronoun or thīī as a demonstrative (all of these translate into "that" in English). Remember that wāa is used as a verbal colon and could be substituted by "the following". thīī, when used as a relative pronoun, links two clauses together and the sentence still makes sense if you change "that" to "which". thīī, when used as a demonstrative, points something out.

- **I know that prayer is the way that we can communicate with God.**
- **Why do you think God feels that way when we don't pray.**
- **Enos prayed that the Lord would help his people.**
- **Enos offered a prayer that lasted all day.**
- **I believe that the Lord answers every prayer in His own way.**
- **When we pray like that then we are prepared to receive revelation.**
- **When Nephi prayed he had an amazing experience that built his faith in the Savior.**
- **When you pray, you can pray for help to solve that problem.**
- **I understand that it can be difficult to pray.**
- **I feel that prayer has helped me change my attitude when I have trials.**
- **I know that the Lord will answer your prayers.**
- **After Joseph Smith read that scripture he decided he needed to pray.**
- **I know that the Lord will answer your prayer just like He did Joseph Smith.**
- **You need to offer a prayer that comes from your heart.**
- **When we pray we show the Lord that we need his help.**
- **I could feel that that prayer came from your heart.**
- **That scripture teaches us that we must pray every day.**
- **Will you pray to know that God lives?**
- **Prayer is the way that you can know for yourself.**
- **Will you pray to know that the Book of Mormon comes from God?**

wāa: Verbal Colon

khá?nɔ̀ɔi		**hùu**	**wāa**	**choosēp sá?mīt**		**pen sâatsá?daa**	
I		*know*	*that*	*Joseph Smith*		*was/is prophet.*	

mɛ̄ɛn lɛ̀ɛw
Yes,
bɔ̄ɔ
No,

khá?nɔ̀ɔi	**(bɔ̄ɔ)**	**hùu**	**wāa**	**phā?khámphíi mɔ́ɔmɔ́ɔn**		**thɛ̀ɛ chiŋ**	**(bɔ̄ɔ)**
I	*not*	*know*	*that*	*Book of Mormon*		*true*	*(?)*
***phɔ̄ɔ**		**sʉ̄a**		**sâatsá?năachák nìi**		**sóŋ hāk háo**	
Father		*believe*		*this church*		*(royal) loves us*	
mɛ̄ɛ		**hùusʉ́k**		**phā?chào**	**(bɔ̄ɔ)**	**tuá?**	
Mother		*feel*		*God*	*not/doesn't*	*lie.*	
àai		**khīt**		**phá?yesú khīt**		**dài hěn phā?chào**	
Older brother		*think*		*Jesus Christ*		*did see God.*	
thāan		**sŏŋsăi**		**choosēp sá?mīt**		**sóŋ paakót máa hâi choosēp hěn**	
Mr./Sir		*doubt*		*Joseph Smith*		*(royal) appeared for Joseph to see.*	
nāaŋ				**khāo săan khɔ̌ɔŋ háo**		**máa châak phā?chào**	
Ms./Madam				*our message*		*comes from God.*	
						pen sâatsá?daa	
						was prophet.	
						banchú khwáamchiŋ	
						contains truth.	
						bɔ̄ɔm	
						fake.	

phɔ̄ɔ sʉ̄a wāa phā?khámphíi mɔ́ɔmɔ́ɔn thɛ̀ɛ chiŋ bɔ̄ɔ?
Do you believe that the Book of Mormon is true?
mɛ̄ɛn lɛ̀ɛw, phɔ̄ɔ sʉ̄a wāa phā?khámphíi mɔ́ɔmɔ́ɔn thɛ̀ɛ chiŋ
Yes, I believe that the Book of Mormon is true.
bɔ̄ɔ, phɔ̄ɔ bɔ̄ɔ sʉ̄a wāa phā?khámphíi mɔ́ɔmɔ́ɔn thɛ̀ɛ chiŋ
No, I don't believe that the Book of Mormon is true.

phɔ̄ɔ sʉ̄a wāa choosēp sá?mīt dài hěn phā?chào bɔ̄ɔ?
Do you believe that Joseph Smith saw God?
mɛ̄ɛn lɛ̀ɛw, phɔ̄ɔ sʉ̄a wāa choosēp sá?mīt dài hěn phā?chào
Yes, I believe that Joseph Smith saw God.
mɛ̄ɛn lɛ̀ɛw, phɔ̄ɔ bɔ̄ɔ sŏŋsăi wāa choosēp sá?mīt dài hěn phā?chào
Yes, I do not doubt that Joseph Smith saw God.

**In Lao, it is polite to call someone by their familial title such as "Mother". It is equivalent to calling them "you" but is much more polite. Also, they may use that same title when referring to them self.*

Function: Asking and answering questions of contrasting attitudes, emotions, and feelings
Context: Bearing testimony

Scenario

You and your companion are visiting **ນອ້ຍ,** an investigator who seems excited as he investigates the church. When you invite him to follow Christ and be baptized, he says he isn't ready. After talking to him for a while he tells you that he doesn't want to be baptized because he isn't sure whether or not the Book of Mormon in true.

1. Practice: In pairs, one missionary takes the role **ນອ້ຍ** of and the other fills his role as the missionary. Practice bearing your testimony of the Book of Mormon. After a few minutes, switch roles and do it again.

2. Re-practice: Now **ນອ້ຍ** asks "Do you really believe these things?" Practice bearing testimony of:

- Joseph Smith
- Heavenly Father
- Jesus Christ

Script Study: Review the following script characters in preparation to read.

ກ - ວ - ສ - ທ - ອ - ຟ - ພ - xະ - ຜ - ໃx - xู - ເx - ລ

Additional Scenario(s)

- You are knocking on doors and sharing a message about the Restoration. You knock on a door and an old gentleman answers his door and asks you "What do you believe in?"
- You are visiting with your investigator who is preparing to be baptized next week. You are going over the baptismal interview questions with them.

yūu: Location

khón sɔ̀ɔpthám	**chá?**		**yūu**	**aanáachák sàn sŭuŋ**
Righteous people	*will*		*at*	*Celestial Kingdom.*

mɛ̄ɛn lɛ̀ɛw
Yes,
bɔ̄ɔ
No,

khón sɔ̀ɔpthám
Righteous people
khàattá?kɔɔn
Murderers
khón chɔ̄ɔŋ hɔ̆ɔŋ
Proud people
khón thīī bɔ̄ɔ sátsʉ̄ʉ
Unfaithful people
khîituá?
Liars
khón thīī bɔ̄ɔ káp chai
People that don't repent
khón thīī pá?tísêet phā?yesú khīt
People who reject Jesus Christ

chá? **(bɔ̄ɔ)**
will *not*

***yūu**
at

săi?
where?
aanáachák sàn sŭuŋ
Celestial Kingdom.
aanáachák sàn tām
Telestial Kingdom
aanáachák sàn kāaŋ
Terrestrial Kingdom
nám phā?phûupenchào îik
with God again.
nám khɔ̀ɔpkhúa pen nīt
with their family forever
nìi
here
nàn
there (near)
phùn
there (far)

(bɔ̄ɔ)
(?)

---

khîituá? chá? yūu aanáachák sàn tām bɔ̄ɔ?
Will liars be in the Telestial Kindgom?
khàattá?kɔɔn chá? yūu aanáachák sàn sŭuŋ bɔ̄ɔ?
Will murderers be in the Celestial Kindgom?
khón sɔ̀ɔpthám chá? yūu săi?
Where will righteous people be?

mɛ̄ɛn lɛ̀ɛw, khón tuá? chá? yūu aanáachák sàn tām.
Yes, Liars will be in the Telestial Kingdom.
bɔ̄ɔ, khàattá?kɔɔn chá? bɔ̄ɔ yūu aanáachák sàn sŭuŋ.
No, murderers will not be in the Celestial Kingdom.
khón sɔ̀ɔpthám chá? yūu aanáachák sàn sŭuŋ.
Righteous people will be in the Celestial Kingdom.

When you are referring to position it is assumed that **yūu means "to be at".*

Function: Asking and answering questions of time, date, and location
Context: Teaching about the Kingdoms of Glory

Scenario

After church on Sunday, a woman approached you and your companion and introduced herself. Her name is **ສີຟ້າ** and she is a member of the church who just moved into the ward. Previously she had been less-active since her youth and now she wants to return to church and have you come and teach her two children (ages 8 and 10). You visited them earlier in the week and taught the Restoration, and today you are going to teach about the Plan of Salvation.

1. Prepare: Have the missionaries prepare to teach the two children about the Kingdoms of Glory using a piece of paper to draw out the kingdoms and describe who will be going to each kingdom.

2. Practice: In pairs, have one missionary take the role of one of the children and the other fill his role as the missionary. Have them practice teach about the Kingdoms of Glory. Remember to include a picture in your teaching. In the meantime the teacher should be moving around among the missionaries encouraging and giving help when necessary. Switch roles and do it again.

3. Re-practice: Switch roles and companions so that everyone has a chance to play the role of the missionary and the child.

Additional Scenario(s)

- While walking down the street on your way to visit a member, you see an older man working in his garden who seems to be sad. You initiate a conversation and during that conversation he tells you that his wife just died. He then turns to you and asks: “Do you believe in heaven?”

Script Study: Review the following script characters in preparation to read.

xำ - xา - xิ - ส - ร - ห - ง - พ - ແx - ໄx - ດ

Practice choosing, in English, which form of "of" is best for the sentences. Remember that khɔ̌ɔŋ shows actual possession of the object, while hɛ̄ɛŋ means "of" but is the non-possessive form. Ex: The plan "of" salvation. Salvation is not owned by the plan, so hɛ̄ɛŋ is used.

-God gave us the Plan of Happiness.
-You'll receive the Gift of the Holy Ghost after you repent and are baptized.
-The fruit of the tree of life represents the love of God.
-Both Lehi and Nephi saw a vision of the tree of life.
-Repentance is a way that we can get rid of our guilt.
-The power of the Holy Ghost will help you overcome bad habits.
-Everyone is given the light of Christ to help them choose the right.
-The Articles of Faith teach us that we will be accountable for our own sins.
-I know that the Lord has helped me change my life.
-We need to feel Godly sorrow for our sins.
-The scriptures teach us that we need to change our hearts.
-Our purpose on this earth is to become like our Heavenly Father.
-Aligning our desires and actions with the Savior can be a step of faith.
-Repenting will bless us with the power of the spirit.
-Only those who repent of their sins will be with their families forever.
-One needs to repent before making the covenant of baptism.
-The Atonement of Jesus Christ makes it possible for us to repent.
-The Atonement also gives us comfort as we overcome our problems in life.
-The Lord will send His spirit to comfort us.
-The Plan of Salvation can help anyone.

Possession

mɛ̄ɛnlɛ̀ɛw
Yes,
bɔ̄ɔ
No,

phùakháo		**tɔ̀ɔŋ**	**săalā?phàap**	**bâap**	**khɔ̌ɔŋ**	**háo**	
We		*must*	*confess*	*sins*	*of*	*we/us*	
khón thīī yâak taam	**(bɔ̄ɔ)**	**khúan**	**pīan**	**chai**	**khɔ̌ɔŋ**	**phăi?**	**(bɔ̄ɔ)**
phā?yesú khīt	*not*	*should*	*change*	*heart*	*of*	*Who?*	*(?)*
People that want		**sóŋ dài**	**sáo hēt**	**khwáamkhīt**		**phā?oŋ**	
to follow Jesus Christ		*(royal) did*	*stop doing*	*thoughts*		*he/she (royal)*	
thūk khón			**pá?thîm**	**kaanká?thám**		**háo**	
Everyone			*throw away/give up*	*actions*		*we/us*	
phā?yesúkhít			**sōtsài**	**khwáamphít**		**khăochào**	
Jesus Christ			*atone*	*mistakes*		*they/them*	
			kɛ̀ɛ khăi	**banhăa**		**láao**	
			fix	*problems*		*he/she*	
				khwáamɔ̄ɔnɛɛ		**khɔ̂ɔi**	
				weaknesses		*I/me*	
				bâap		**chào**	
				sins		*you*	

---

phā?yesú khīt tɔ̀ɔŋ pian kaanká?thám khɔ̌ɔŋ phā?oŋ bɔ̄ɔ?
Did Jesus Christ need to change His actions?
phùakháo tɔ̀ɔŋ săalā?phàap bâap khɔ̌ɔŋ háo bɔ̄ɔ?
Do we need to confess our sins?
phăi tɔ̀ɔŋ pá?thîm bâap?
Who must give up (their) sins?

bɔ̄ɔ, phā?yesú khīt bɔ̄ɔ tɔ̀ɔŋ pian kaanká?thám khɔ̌ɔŋ phā?oŋ.
No, Jesus Chirst does not need to change his actions.
mɛ̄ɛn lɛ̀ɛw, phùakháo tɔ̀ɔŋ săalā?phàap bâap khɔ̌ɔŋ háo.
Yes, we need to confess our sins.
thūk khón tɔ̀ɔŋ pá?thîm bâap khɔ̌ɔŋ khăo.
Everyone needs to give up their sins.

**Place any subject pronoun after "khɔ̌ɔŋ" and it becomes possessive. "hɛ̄ɛŋ" also means "of" but it is the non-possessive form of the word. Ex: "Plan of Salvation"*

Function: Asking about and expressing possession or ownership
Context: Teaching about repentance

Scenario

You are visiting a former investigator named **ສຸກ** whose information you found in the area book. He allowed you to come into his home but you could tell he hesitated. During the conversation he asks you how he could be happier in life. You feel prompted to share with him a message about the need to repent and follow God.

1. Practice: One missionary takes the role of **ສຸກ,** while the other maintains his role as the missionary. Practice sharing with **ສຸກ** the need to repent.

2. Re-practice: Switch roles and re-practice.

Script Study: Review the following script characters in preparation to read.

ມ - ຈ - ດ - ເ◌ິ◌ອ - xา - ธ - เ◌ิ - ฃ - ◌ู - ย - ฃ -ฌ

Additional Scenario(s)

- You are teaching a Gospel Essentials class in Church in the ward where you are assigned and a member of the class asks the question: “How do we repent?” Rather than just give him answers, use questions to teach as many of the truths as you can from the vocabulary in this lesson and other words you may know.

Alphabet and Basic Pronunciation:

CONSONANT	ENGLISH APPROXIMATION	PRONUNCIATION
ກ	*Like the English **G***	**girl graduate**
ຂ	*Like the English **K**, but when you pronounce this consonant it reverberates in the throat a little.*	**copy cake**
ຄ	*Like the English **K**, but when you pronounce this consonant it reverberates in the back of the throat a little.*	**Christopher Christmas**
ງ	*Sounds like **NG** as in Sing*	**ring, single**
ຈ	*Like the English **J***	**jump, January**
ສ	*Like the English **S***	**Second, standard**
ຊ	*Like the English **S***	**special**
ຍ	*Sounds like a combination of **NY** as in onion*	**bunion, enya**
ດ	*Like the English **D**, but it has a soft ending. Place your tongue to the roof of your mouth when you make this sound.*	**duck, delivery**
ຕ	*Like the English **D**, but it has a hard ending. Stick your tongue against your front teeth when you make this sound.*	**doorknob (hard "D" sound)**
ຖ	*Like the English **T***	**top, turtle**
ທ	*Like the English **T***	**taxi, tape**
ນ	*Like the English **N***	**nurse, news**
ບ	*Like the English **B**, but it has a soft ending*	**badge, bottom**
ປ	*Like the English **B**, but it has a hard ending*	**bucket (hard "B" sound)**
ຜ	*Like the English **P***	**positive, purple**
ພ	*Like the English **P***	**patch, panther**
ຝ	*Like the English **F***	**fun, forget**
ຟ	*Like the English **F***	**factory, foreman**
ມ	*Like the English **M***	**mother, movie**
ຢ	*Like the English **Y***	**yes, yo-yo**
ຣ/ລ	*Like the English **L***	**late, laminate**
ວ	*Like the English **W**. Some Lao accents pronounce this consonant with a **W/V** combination sound.*	**wagon, (sometimes sounds like vagon)**
ຫ	*Like the English **H.***	**hassle, hat**
ອ	*When used as a consonant it doesn't have a sound, but just helps form the words correctly.*	**ພະເອົາ**
ຮ	*Like the English **H***	**hug, hazard**

Vowel Lengths:

Each vowel sound is split into long, short, and sometimes medium length versions. The only difference between these vowels is the length of time that you pronounce it in a word.

"A" vowel as in Father		
Xะ	Short vowel "a" Said very quickly	**ວັນພຣະຫັດ**
◌ັ	Medium vowel "a" Said short medium amount of time	**ຮັບ**
Xา	Long vowel "a" Said longer	**ອຳນາດ**

VOWEL	ENGLISH APPROXIMATION	PRONUNCIATION
Xะ	*This vowel has a short "a" sound as in father*	**above**
◌ั	*This vowel has a medium "a" sound as in father*	**another**
Xา	*This vowel has a long "a" sound as in father*	**amazing**
◌ิ	*This vowel has a short "i" as in bit*	**tip**
◌ี	*This vowel has a long "e" sound as in flee*	**beet, tree**
◌ึ	*This vowel has no equivalent in English. Stick your chin out a little and make a short sound similar to a grunt. That is what it sounds like.*	**No English equivalent**
◌ื	*This vowel is the same as the previous one, but it is said longer.*	**No English equivalent**
◌ุ	*This vowel has a short "oo" sound as in tune*	**loot, room**
◌ู	*This vowel has a long "oo" sound as in boot*	**spoon, bamboo**
เXะ	*This vowel has a short "e" sound as in let*	**get, set**
เX	*This vowel has a long "e" sound as in bet*	**exactly, egg**
แXะ	*This vowel has a short "a" sound as in apple*	**after, cat**

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◌ະX	*This vowel has a long "a" sound as in appetizer*	**anthill, Africa**
◌ໃXະ	*This vowel has a short "o" sound as in bone*	**cone, explode**
◌ໃX ◌ົ	*These vowels have a long "o" sound as in over.*	**code, zone**
◌Xาะ	*This vowel has a short "o" sound as in log*	**frog, drop**
◌ໍ XอX	*These vowels have a long "o" sound as in stop*	**omnipotent, crop**
◌ິ	*This vowel sounds a little like the "u" sound in "number", but it has more of a grunt (stick out your chin) than the "a" vowel. You say it quickly*	**bumblebee,**
◌ີ	*This vowel sounds a little like the "u" sound in "number", but it has more of a grunt (stick out your chin) than the "a" vowel. You say it longer than the previous vowel*	**trouble**
◌ັียะ	*This vowel sounds like "ia" as in Maria. You say it quickly*	**Sophia,**
◌ັีย ◌Xย XยX	*These vowels sound like "ia" as in Media. You say it longer than the previous vowel*	**idea,**
◌ืือ	*This vowel has no equivalent in English. This vowel is a combination of อื with "a" added at the end. You say it quickly*	**No English equivalent**
◌ืือ	*This vowel is the same as the previous one, but it is said longer.*	**No English equivalent**
◌ัอะ	*This vowel sounds like "ua" and is said quickly*	**English does not have this vowel combination**
◌ัว	*This vowel sounds like "ua" but is said longer than the previous vowel*	**English does not have this vowel combination**
◌ไX ◌ใX	*These vowels sound like eye*	**buy, dry**
◌ิา	*This vowel has a "ow" sound as in bounce or ouch*	**grouch**
◌ำ	*This vowel has an "am" sound as in clam.*	**hamburger**

Laotian Tone Chart

Updated: 5/3/2013

ละดับสงๆพาสาลาอ

Initial Consonant by Tone (Class)	Unmarked Syllables			Marked Syllables	
	No Ending with Long/Special Vowel ←	If No Ending	→ No Ending with Short Vowel	ไม้เอก (mày?êek) ◌่	ไม้โท (màythóo) ◌้
	Soft Ending (ๆมนอย)	Hard Ending (กดบ)			
		Long Vowel	Short Vowel		
Low Tone (Middle Class)	Low	Low Falling	High	Middle	High Falling
ก จ ด ต บ ป ย อ	_No Marker_	◌̂	◌́	◌̄	◌̀
High Tone (Low Class)	High	High Falling	Middle	Middle	High Falling
ฃ ฅ ย ฆ ห น พ ฟ ม ธ ล ว ฮ	◌́	◌̀	◌̄	◌̄	◌̀
Rising Tone (High Class)	Rising	Low Falling	High	Middle	Low Falling
ข ส ถ ผ ฝ ห หๆ หย หน(หน) หม(หม) หล(หล) หอ	◌̌	◌̂	◌́	◌̄	◌̂

Steps For Each Syllable: **1.** Find Initial Consonant, **2.** Tone Marker? (*If yes, you're done!*), **3.** Hard/Soft Ending Consonant? (*If Soft, you're done!*), **4.** Short/Long Vowel?

Practice:

Practice finding the tones of each syllable from the words and phrases below. Use the chart that you previously learned to find and apply the tones to each word. After you have found the tones, practice saying it out loud with the correct tone 5 times.

Vocab: Indicate the following words tones and meaning.	Phrases:
ຮັບ	ພຣະອົງຊົງຮູ້ຄວາມຢ້ານຂອງເຮົາ.
ມີ	ເຮັດວຽກຢ່າງພາກພຽນ
ເຂົ້າໃຈ	ພວກສາວົກແມ່ນຜູ້ຊ່ອຍຂອງພຣະອົງ.
ແມ່ນແລ້ວ	ພຣະອົງຊົດໃຊ້ບາບແລະກໍຕາຍແທນເຮົາ
ກຳລັງ	ພຣະເຢຊູເລືອກອັກຄະສາວົກແລະກໍສົ່ງເຂົາໄປສອນພຣະກິດຕິຄຸນ
ຄວາມສະຫວ່າງ	ພຣະອົງຊົງປະສົບຄວາມສຳເຣັດທຸກຢ່າງຂອງເຮົາ
ອ່ານ	ເຮົາສາມາດອະທິຖານເພື່ອຮັບຄວາມຊ່ອຍເຫລືອ

Demonstratives

ພຣະຄຳພີ *Scripture*	**ຂໍ້** *verse classifier*	**ນີ້** *this*		**ສອນເລື່ອງ** *teaches concerning*	**ການຊົດໃຊ້** *the Atonement.*

ແມ່ນແລ້ວ
Yes,

ບໍ່
No,

ສາດສະດາ *Prophet*	***ຄົນ** *people classifier*	**ນີ້** *this*	**ເຫລົ່ານີ້** *these*	**(ບໍ່)** *not*	**ພະຍາກອນເລື່ອງ** *prophesies concerning*	**ການສິ້ນພຣະຊົນຂອງ** ພະເຢຊູຄິດ the death of Jesus Christ **ການກັບໃຈ** *repentance* **ຄວາມຈອງຫອງ** *pride* **ຄວາມຊົ່ວຮ້າຍໃນໂລກ** *iniquity in the world.* **ຄວາມຮັກຂອງພຣະເຈົ້າ** *the love of God.* **ການຊົດໃຊ້** *the Atonement.* **ການສະເດັດມາຄັ້ງທີ່ສອງ**	**(ບໍ່)** *(?)*
ຄຳສອນ *Teachings*	**ອົງ** *diety classifier*	**ນັ້ນ** *that*	**ເຫລົ່ານັ້ນ** *those*		**ເຕືອນເຮົາເຖິງ** *warns us of*	
ເທບ *Angel*	**ຂໍ້** *verse classifier*		**ໃດ** which?		**ສອນເລື່ອງ** *teaches concerning*	
ຊາວເລມັນ *Lamanite*	**ເຫລັ້ມ** *book classifier*				**ຊ່ວຍເຮົາເຂົ້າໃຈ** *helps us understand*	
ພຣະຄຳພີ *Scripture*	**ຄຳ** *words classifier*					
ໜັງສື *Book/Document*	**ອັນ** *general classifier*					
ວີດີໂອ *video*						

ສາດສະດາຄົນນີ້ພະຍາກອນເລື່ອງການສະເດັດມາຄັ້ງທີ່ສອງຂອງພະເຢຊູຄິດ**ບໍ່?**
Did this prophet prophesy concerning the second coming of Jesus Christ?

ແມ່ນແລ້ວ, ສາດສະດາຄົນນີ້ພະຍາກອນເລື່ອງການສະເດັດມາຄັ້ງທີ່ສອງຂອງພະເຢຊູຄິດ**.**
Yes, this prophet prophesied concerning the second coming of Jesus Christ.

ພຣະຄຳພີຂໍ້ໃດສອນເລື່ອງການກັບໃຈ?
Which scripture teaches concerning repentance?

ພຣະຄຳພີຂໍ້ນີ້ສອນເລື່ອງການກັບໃຈ.
This scripture teaches concerning repentance.

**You can omit the classifier, but is sounds much better when the classifier is used. *See "Classifiers" on pg. 92 for more information on them.*

Function: Asking about and describing objects, people, and their characteristics
Context: Sharing a scripture

Scenario

You and your companion are knocking doors in a neighborhood and a middle-aged woman answers her door. You can sense that she is not in the best mood and before you can say anything she tells you that she isn't in the mood to talk because she just had a fight with her son after finding out that he has been getting into trouble at school.

1. Practice: One missionary takes the role of the woman and the other maintains his role as the missionary. Using the grammar principle and vocabulary of this lesson, share a scripture from your recent study of the Book of Mormon and do your best to help her. Bear your own testimony to invite the Spirit to testify of these truths.

2. Re-practice: Switch roles, rotate practice companions, and repeat the activity a second time.

Additional Scenario(s)

- You are teaching the Sunday School lesson about Samuel the Lamanite from the Book of Mormon. Practice introducing, reading, and explaining the scriptures you would use.

Adjectives

	ພຣະເຈົ້າ *God*	*(1.)										**ເມດຕາ** *merciful.*
ແມ່ນແລ້ວ *Yes,*												**(ບໍ່)** *(?)*
ບໍ່ *No,*	**ພຣະອົງ** *He (royal)*	(2.)				**ເປັນ** *is/are*		**ອົງ** *diety classifier*				**ແບບໃດ?** *what kind?*
ແຕ່ *But,*	**ພຣະເຈົ້າ** *God*			**(ບໍ່)** *not*		**ເປັນ** *is/are*		**ອົງ** *diety classifier*				**ຊົມເຊີຍ** *to admire*
	ພຣະບິດາເທິງສະຫວັນ *Heavenly Father*	(3.)		**(ບໍ່)** *not*				**ໜ້າ** *adjective prefix*				**ໃຈດີເກີນໄປ** *too good-natured/easygoing*
	ພຣະເຢຊູຄຣິດ *Jesus Christ*											**ໃຈກະດ້າງ** *stubborn/hard-hearted*
	ທັງສອງພຣະອົງ *Both royal beings*											**ໃຈບຸນ** *generous*
												ຄຽດແຄ້ນ *vengeful*
												ໃຈໃສ *sympathetic*
		ພຣະເຈົ້າ *God*		**ເປັນ** *is*		**ອົງ** *(classifier)*		**ແບບໃດ?** *what kind?*				**ເມດຕາ** *merciful*

ພຣະເຈົ້າເມດຕາບໍ່?
Is God merciful?

ແມ່ນແລ້ວ,ພຣະເຈົ້າເມດຕາ.
Yes, God is merciful.

ແມ່ນແລ້ວ,ແຕ່ພຣະເຈົ້າບໍ່ໃຈດີເກີນໄປ.

ພຣະບິດາເທິງສະຫວັນເປັນອົງແບບໃດ?
What kind of God is Heavenly Father like?

ພຣະບິດາເທິງສະຫວັນເປັນອົງໃຈໃສ.
Heavenly Father is a sympathetic God.

ພຣະບິດາເທິງສະຫວັນບໍ່ເປັນອົງຄຽດແຄ້ນ

ພຣະເຢຊູຄຣິດໜ້າໃຈກະດ້າງບໍ່
Is Jesus Christ stubborn?

ບໍ່,ພຣະເຢຊູຄຣິດບໍ່ໜ້າໃຈກະດ້າງ
No, Jesus Christ is not stubborn.

ພຣະເຢຊູຄຣິດໜ້າຊົມເຊີຍ

***There are three ways to use adjectives:** *1. Noun + Adjective, where the verb "is" is implied; 2. Noun + is/are +classifier + adjective; and 3. Noun +* **ໜ້າ** *+ verb.*

Function: Asking about and describing objects, people, and their characteristics
Context: Teaching about Heavenly Father and Jesus Christ

Scenario

While riding your bikes to an appointment you see a young man named ບຸນມີ sitting on the curb and it appears he is crying. You stop to see how he is doing and he tells you that his good friend just died in a car accident and that he misses him. You try to console him and then he asks: “What is God like?”

1. Practice: One missionary takes the role of the young man and the other maintians his role as the missionary. Have the missionary describe God’s attributes.

2. Re-practice: Switch roles and partners and go through the scenario a second time.

Additional Scenario(s)

- You are sharing the story of Joseph Smith and the first vision with an investigator. He pays attention to what you say very carefully and after you’ve recounted his vision the investigator asks: “What are God and Jesus Christ like?”

ທີ່ (Modifying Adjectives)

Subject	Adjective	"ທີ່"	Noun	Verb Phrase
ເຮົາ *We*	**ດີໃຈ** *to be happy*	**ທີ່** *that*	**ເຈົ້າ** *you*	**ເລືອກຮັບບັບຕິສະມາ** *chose to be baptized*

ເຮົາ *We*	**(ບໍ່)** *(not)*	**ຍິນດີ** *to be glad*	**ທີ່** *that*	**ເຈົ້າ** *you (same age)*	**(ບໍ່ ໄດ້)** *(didn't)*	**ເລືອກຮັບບັບຕິສະມາ** *chose to be baptized*	**ບໍ່** *(yes/no?)*
ຂ້ອຍ *I (m)*		**ຕື່ນເຕັ້ນ** *to be excited*		**ຂ້ອຍ** *I (m)*	**(ຈະ)** *(will)*	**ອະທິຖານ** *pray*	
ເຈົ້າ *You*		**ດີໃຈ** *to be happy*		**ແອວເດີ** *Elder (I)*	**(ຈະ ບໍ່)** *(will not)*	**ອ່ານພຣະຄຳພີມໍມອນ** *read the Book of Mormon*	
ພະຜູ້ເປັນເຈົ້າ *God*		**ກະຕັນຍູ** *to be grateful*				**ມາໂບດອາທິດນີ້** *come to church this week*	
		ເສຍໃຈ *to be sad*				**ໄປໂບດເມື່ອອາທິດທີ່ແລ້ວ** *go to church last week*	
		ຜິດຫວັງ *to be disappointed*				**ພົບກັບເຮົາ** *meet with us*	
						ອ່ານປຶ້ມບາງ *read the pamphlet*	
						ຮູ້ສຶກພຣະວິນຍານບໍລິສຸດ *feel the Holy Ghost*	
						ຮັບຄຳຕອບ	

Q. ເຈົ້າຕື່ນເຕັ້ນທີ່ເຈົ້າຈະມາໂບດອາທິດນີ້ບໍ່?
Are you excited to come to church this week?

A. ຂ້ອຍຕື່ນເຕັ້ນທີ່ຂ້ອຍຈະມາໂບດອາທິດນີ້.
I'm excited to come to church this week.

A. ຂ້ອຍບໍ່ຕື່ນເຕັ້ນທີ່ຂ້ອຍຈະມາໂບດອາທິດ.
I'm not excited to come to church this week.

Function: Asking and answering questions of contrasting attitudes, emotions, and feelings
Context: Expressing emotions when extending commitments

Scenario

Today you are meeting **ສົມສັກ** for the second time and you are excited that he wants to meet with you again. In the lesson, you plan on committing him to reading the Book of Mormon and pray to know if it is true. **ສົມສັກ** has been really receptive to your teachings and you feel like he is willing and ready to start repenting and start keeping commitments. Once he gives you his response, help **ສົມສັກ** understand how important keeping these commitments are by sharing your feelings with him.

Practice: With your companion, split the roles of the investigator and the missionary. Have the missionary practice expressing their excitement for the investigator when they accept to keep the commitment you have extended. Once finished, switch roles and do it again.

Additional Scenario(s)

Today you are going back to see **ສົມສັກ** to follow up on if he kept the commitments that you extended to him in the last lesson. If he kept his commitments, show him you're excitement; if he didn't keep his commitments, help him see that you're disappointed.

Practice: With your companion, have one missionary take the role of **ສົມສັກ** and the other of the missionary. Using the grammar principle, express your emotions to **ສົມສັກ** as he tells you if he did or did not keep the commitments you extended to him.

ທີ່ (Modifying Nouns)

Subject	Verb	Noun (Classifier)	"ທີ່"	Verb Phrase
ຂ້ອຍ	ເປັນ	ຄົນ	ທີ່	ມັກຫລິ້ນກິລາ
I	*am*	*a person*	*that*	*likes to play sports*

ຂ້ອຍ	ເປັນ	ຄົນ	ທີ່	ມັກຫລິ້ນກິລາ	(ບໍ່)
I	*am/is*	*person*	*that*	*likes to play sports*	*(yes/no?)*
ເຈົ້າ				ມັກອ່ານໜັງສື	
You				*likes to read books*	
ແມ່ຂອງຂ້ອຍ				ເຮັດອາຫານເກ່ງ	
My mother				*makes food well*	
ນ້ອງຊາຍຂອງຂ້ອຍ				ສູງ	
My younger brother				*(is) tall*	
ລາວ				ຊອຍເຮົາຮຽນກ່ຽວກັບພາສາລາວ	
He/She				*helps us learn Lao*	
ພຣະຄຳພີມໍມອນ		ເຫລັ້ມ		ສອນກ່ຽວກັບແຜນຂອງພະຜູ້ເປັນເຈົ້າ	
The Book of Mormon		*book*		*teaches about God's plan*	
ພຣະວິຫານ		ຫລັງ		ສັກສິດ	
The temple		*building*		*(is) sacred*	
ພຣະເຢຊູຄຣິດ		ອົງ		ຊ່ອຍຄອບຄົວຢູ່ນຳກັນຫລັງຈາກຊີວິດນີ້	
Jesus Christ		*royal being*		*helps families live together after this life*	

Q. ເຈົ້າເປັນຄົນທີ່ສູງບໍ່ ?
Are you a tall person? (Are you tall?)

A. ຂ້ອຍເປັນຄົນທີ່ສູງ.
I am a tall person.

A. ຂ້ອຍບໍ່ສູງ.
I am not tall.

Function: Asking about and describing object, people, and their characteristics
Context: Describing family members

Scenario

You and your companion received a referral from the ward to go and visit a part-member family. Sister ບົວ has been inactive since she was a teenager, and her husband ສົມໄວ is not a member. They have three children, Gift, Golf, and Ice. You and your companion called the family and they agreed to meet with you for the first time. You are excited to bear your testimony of eternal families.

Practice: With your companion, split the roles of the investigator and the missionary. Have the investigator practice introducing and describing each member of his family. Have the missionary testify of how the gospel blesses familes.

Additional Scenario(s)

Today you are going back to see ບົວ, ສົມໄວ, and their children for the second time. Last time, they left you with lots of questions regarding the Book of Mormon and how it could help their family, and you want to try to answer their questions today.

Practice: With your companion, have one missionary take the role of the investigator and the other of the missionary. Using the grammar principle, explain what the Book of Mormon is and how it will bless their family.

Adjective Clauses

ການອະທິຖານ *Prayer*		ແມ່ນສິ່ງທາງ *is a way*	*ທີ່ *that*	ພວກເຮົາເວົ້ານຳພຣະເຈົ້າໄດ້ *we can speak with God.*	
ແມ່ນແລ້ວ *Yes,*					(ບໍ່) *(?)*
ບໍ່ *No,*					
ພຣະເຈົ້າ *God*	(ບໍ່) *not*	ສົ່ງພຣະວິນຍານບໍລິສຸດ *sends the Holy Ghost*	ທີ່ *that*	ຊ່ວຍເຮົາເລືອກຄວາມດີ *help us choose right.*	
ພຣະວິນຍານບໍລິສຸດ *The Holy Ghost*		ໃຫ້ຄວາມຄິດແກ່ເຮົາ *gives us thoughts*	ພຣະຜູ້ *who (royal)*	ຊ່ວຍເຮົາຮູ້ເຮັດຍັງ *help us know what to do.*	
ພຣະຜູ້ເປັນເຈົ້າ *God*		ເປັນພຣະບິດາ *is our Father*	ຊຶ່ງ *~~which~~*	ຮັກເຮົາຫລາຍໆ *loves us very much.*	
ການອະທິຖານ *Prayer*		ໃຫ້ຄວາມຮູ້ສຶກແກ່ເຮົາ *gives us feelings*		ຊ່ວຍເຮົາກັບຄືນຫາສະຫວັນອີກ *help us return to heaven.*	
ການຮັບບັບຕິສະມາ *Being baptized*				ເຂົ້າໃຈຄວາມຈິງ *understand truth.*	
ການໄປໂບດ *Going to church*				ຊ່ວຍເຮົາເອົາຊະນະບັນຫາ *helps us overcome problems.*	
ການຮັບໃຊ້ຄົນອື່ນ *Serving other people*				ເຮັດໃຫ້ເຮົາສັບສົນ *make us confused.*	
				ຊ່ວຍເຮົາຮັບການເປີດເຜີຍ	

ການອະທິຖານແມ່ນສິ່ງທາງທີ່ຊ່ວຍເຮົາເອົາຊະນະບັນຫາບໍ່?
Is prayer the way that helps us overcome problems?

ແມ່ນແລ້ວ, ການອະທິຖານແມ່ນສິ່ງທາງທີ່ຊ່ວຍເຮົາ ເອົາຊະນະບັນຫາ
Yes, prayer is the way that helps us overcome problems.

ພຣະວິນຍານບໍລິສຸດໃຫ້ຄວາມຄິດແກ່ເຮົາຊຶ່ງເຮັດໃຫ້ເຮົາ ສັບສົນບໍ່?
Does the Holy Ghost give us thoughts which confuse us?

ບໍ່,ພຣະວິນຍານບໍລິສຸດໃຫ້ຄວາມຄິດແກ່ເຮົາຊຶ່ງເຮັດໃຫ້ເຮົາສັບສົນ
No, the Holy Ghost doesn't give us thoughts that confuse us.

*"ທີ່", "ຜູ້", and "ຊຶ່ງ" are often used interchangeably. "ທີ່" is most often used in place of "ຜູ້" when used to mean "that".

Function: Asking about and describing objects, people, and their characteristics
Context: Teaching about prayer and revelation

Scenario

You are teaching ເລກ for the first time and you want to teach him how he can communicate with Heavenly Father. He grew up Buddhist and doesn't have much of a Christian background.

1. Practice: Working in pairs, one missionary takes the role of ເລກ and the other maintains his role as the missionary. Teach about prayer and receiving revelation. As you teach, focus on how the spirit can communicate with us. Galations 5:22-23 is a good reference which you may want to use.

3. Re-practice: Switch roles and partners and go through the scenario a second time.

Additional Scenario(s)

- Give the missionaries an opportunity to bear their testimonies with one another about the role of Prayer and receiving revelation in their lives, using the grammar principle and as much of the vocabulary as possible.

Have missionaries practice choosing, in English, which form of "to be able to" is correct for each sentence. Remember that ເປັນ is used to mean that someone can physically do something; while ໄດ້ is used to say they are willing or available to do something.

-We can't visit you at 4 because we already have an appointment at that time.
-I can't read Thai very well.
-I can't completely understand what you are going through, but Jesus can.
-Will you stop smoking and obey the Word of Wisdom?
-We are able to repent of our sins and be forgiven.
-May we visit you at four o'clock on Tuesday?
-Mai can't read so we should go read the Book of Mormon to her tomorrow.
-Can you come to church this Sunday?
-If you smoke you won't be able to run without losing your breath.
-I can go to church this Sunday.
-I can't always understand what people are saying, but I try my best.
-The Lord has helped me study so that I can speak Lao.
-When we visited Bro. Vorasone in the hospital he couldn't speak.
-The spirit is able to help us remember things we've learned previously.
-Thang wants to go on splits with us, but he can't drive yet.
-I know that the Lord can help you overcome your addiction.
-"Brother Inbua, can you go on exchanges with us this Tuesday evening?"
-I can feel the spirit every time that I attend sacrament meeting.
-We should take Bro. Saeturn with us to visit Xao, because he can't understand Lao.
-We are excited that you can go to the ward party this weekend.
-Will you test your faith by praying tonight?

Can, Able to

	(ຂໍ)	ເຈົ້າ	ອ່ານ	ພຣະຄຳພີ	ມື້ແລງນີ້		ໄດ້	
	(Request)	*You*	*read*	*the scriptures*	*this evening*		*can/will.*	
ໄດ້, *Can,*	**(ຂໍ)**	**ແມ່**	**ໄປ**	**ໂບດ**	**ແຕ່ລະມື້**	**(ບໍ່)**	**ໄດ້**	**(ບໍ່)**
ບໍ່ໄດ້, *Can't,*	*(Request)*	*Mother*	*go*	*church*	*everyday*	*not*	*can/will*	*(?)*
		ພໍ່	**ຮັບ**	ຫາພຣະເຈົ້າ	**ອາທິດນີ້**			
		Father	*receive*	*to God*	*this week*			
		ປ້າ	**ເຊົາ**	**ເພື່ອຮູ້ຄວາມຈິງ**	**ເດືອນນີ້**			
		Aunt	*stop*	*in order to know truth*	*this month*			
		ແມ່ຕູ້	**ອະທິຖານ**	**ກິນເຫລົ້າ**				
		Grandmother	*pray*	*drinking alcohol*				
		ນອ້ງ	**ຈ່າຍ**	**ສູບຢາ**				
		Younger sibling	*pay*	*smoking*				
		ພໍ່ຕູ້		**ບັບຕິດສະມາ**				
		Grandfather		*Baptism*				
				ເພື່ອຮູ້ວ່າພຣະເຈົ້າເປັນຢູ່				
				in order to know God exists				
				ສອ່ນສິບລາຍໄດ້				
				one-tenth of your income				

ເຈົ້າອ່ານເປັນບໍ່? — *Can you read?*

ເປັນ,ຂອ້ຍອ່ານເປັນ. — *Can, I can read.*

***ເປັນ** also means "can", but signifies that someone can/cannot (knows how to) perform a learned skill. Refer to **Lao For Missionaries**.*

ຂໍພໍ່ໄປໂບດອາທິດນີ້ໄດ້ບໍ່?
Will/can you go to church this week?

ໄດ້, ພໍ່ໄປໂບດອາທິດນີ້ໄດ້.
Can, I can go to church this week.

ບໍ່ໄດ້, ພໍ່ໄປໂບດອາທິດນີ້ບໍ່ໄດ້.
Can't, I can't go to church this week.

ຂໍແມ່ຕູ້ຈ່າຍສອ່ນສິບລາຍໄດ້ເດືອນນີ້ໄດ້ບໍ່?
Will/can you pay one-tenth of your income this month?

ໄດ້,ແມ່ຕູ້ຈ່າຍສອ່ນສິບລາຍໄດ້ເດືອນນີ້ໄດ້.
Can, I can pay one-tenth of my income this month.

ບໍ່ໄດ້,ແມ່ຕູ້ຈ່າຍສອ່ນສິບລາຍບໍ່ໄດ້.
Can't, I can't pay one-tenth of my income this month.

Function: Asking about and expressing desire, need, preference, ability, intention, or purpose
Context: Extending Commitment Invitations

Scenario

You and your companion are teaching the ຄານຊູວອງ family in their home for the first time. During the appointment you shared the message of the Restoration and you ended by sharing your testimony of the Book of Mormon.

1. Practice: Working in pairs, one missionary takes the role of one of the parents and the other maintains his role as the missionary. Invite the investigator to keep a commitment of your choice from the first lesson.

2. Re-practice: Switch roles and partners so you are not working with the same person the second time around. Go through the scenario a second time.

Additional Scenario(s)

You are visiting an investigator named ສີແກ້ວ who is preparing to be baptized next week. In preparation for his baptism you are reviewing the commandments and he expresses a concern over paying tithing. You have shared your testimony of paying tithing and now you want to re-extend the commitment to pay tithing to him.

You and your companion are at church and during sacrament meeting you notice someone sitting in the back that you've never seen before. After the meeting ends you approach this person and introduce yourself. You find out that the man's name is ນອ້ຍ and that he was taught by missionaries in the past, but wasn't baptized because he wasn't able to give up smoking. He tells you that he misses the feeling of going to church and doesn't want to smoke anymore.

Conceptual Practice: Changing Verbs into Nouns

Practice deciding which nouns are created from the following verbs and which prefix would be the best choice in making this change. Ex: to know → knowledge (n); ຄວາມ would be used because this is an emotional/thinking verb.

-To feel

-To fear

-To run

-To believe

-To resist

-To test

-To relax

-To ponder

-To grab

-To ignore

-To measure

-To calculate

-To understand

-To want

-To pray

-To destroy

-To memorize

- To punch

-To write

-To question

-To tell

-To work

-To reject

-To hate

-To procrastinate

-To eat

-To act

-To declare

-To follow

-To introduce

-To study

-To play

-To experience

-To worry

-To be excited

-To drink

In Order To (ທີ່ຈະ/ເພື່ອ)

Subject		Verb Phrase	"in order to"	Verb Phrase	
ເຮົາ *We*		ອະທິຖານ *pray*	ທີ່ຈະ *in order to*	ຕິດຕໍ່ນຳພຣະບິດາເທິງສະຫວັນ *communicate with Heavenly Father*	
ເຮົາ *We*	(ບໍ່) *(don't)*	ອະທິຖານ *pray*	ທີ່ຈະ *in order to*	ຕິດຕໍ່ນຳພຣະບິດາເທິງສະຫວັນ *communicate with Him*	(ບໍ່) *(yes/no?)*
ຂ້ອຍ *I (m)*		ໄປໂບດ *go to church*	ເພື່ອ *in order to*	ຮູ້ດ້ວຍຕົນເອງ *know for yourself*	
ເຈົ້າ *You (same age)*		ອ່ານພຣະຄຳພີ *read scriptures*		ສະແຫວງຫາການນຳພາ *seek guidance*	
		ຮັກສາພຣະບັນຍັດ *keep the commandments*		ສະແດງຄວາມຮັກ *show love*	
		ສຶກສາພຣະກິດຕິຄຸນ *study the gospel*		ຕໍ່ພັນທະສັນຍາ *renew covenants*	
		ກັບໃຈ *repent*		ຮູ້ສຶກພຣະວິນຍານໄດ້ *feel the Holy Ghost*	
		ຮັບບັບຕິສະມາ *be baptized*		ສະອາດຈາກບາບ *be cleansed from sin*	
		ອາໃສພຣະອົງ		ເປັນຫຍັງ?	

Q. ເປັນຫຍັງເຮົາອະທິຖານ?
Why do we pray?

A. ເຮົາອະທິຖານເພື່ອສະແຫວງຫາການນຳພາ.
We pray in order to seek guidance.

A. ເຮົາບໍ່ອະທິຖານທີ່ຈະຕໍ່ພັນທະສັນຍາ
We don't pray in order to renew our covenants.

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: Explaining why we keep the commandments

Scenario

ᦵᦺ is confused with the commandment of having to pray often. His understanding of prayer is that it is a tool that we use to receive answers to our doctrinal questions. Seeing that ᦵᦺ already has a testimony of this church, he doesn't know why he needs to continue to pray.

Practice: With your companion, have one missionary take the role of ᦵᦺ and the other of the missionary. Using this grammar principle, teach ᦵᦺ that prayer is used for more than just receiving answers to our questions. Teach him the many different things that we should pray about. When you are finished, switch roles and do it again.

Additional Scenario(s)

In your first lesson with ᦉᦲ, your goal is to challenge him to pray daily to start building a relationship with his Heavenly Father. Use this grammar principle to help explain to ᦉᦲ why we pray and what we pray for.

Practice: With your companion, have one missionary take the role of ᦉᦲ and the other of the missionary. After explaining why we pray and challenging him to pray daily, switch roles and do it again.

Changing Verbs into Nouns

	ພຣະເຈົ້າ *God*	**ຊົງ** *royally*		**ຍິນ** *hear*		**ຄຳ** *prefix (verbal)*	**ອະທິຖານ** *to pray*	**ຂອງເຮົາ** *of us.*	**(ບໍ່)** *(?)*
ແມ່ນແລ້ວ, *Yes,*									
ບໍ່, *No,*	**ພຣະຜູ້ເປັນເຈົ້າ** *God*	**ຊົງ** *royally*	**(ບໍ່)** *not*	**ຮູ້** *know*		**ຫຍັງ?** *what?*			
	ພຣະບິດາເທິງສະຫວັນ *Heavenly Father*			**ຊ່ອຍ** *help*	**(ເຮົາ)ນຳ** *(us with)*	**ການ** *prefix (actions)*	**ຄິດ** *to think*	**ຂອງເຈົ້າ** *of you.*	
	ພຣະອົງ *He*			**ຮູ້ສຶກ** *feel*		**ຄຳ** *prefix (verbal)*	**ຢ້ານ** *to fear*	**ຂອງພຣະອົງ** *of Him.*	
				ປະສົບ *experience*		**ຄວາມ** *prefix (emotions)*	**ຮູ້ສຶກ** *to feel*	**ຂອງເຮົາ** *of us.*	
				ທຳທ່າບໍ່ໄດ້ຍິນ *ignore*			**ກັງວົນ** *to worry*		
							ສຳເຣັດ *to succeed*		
							ກະທຳ *to act*		
							ປະພຶດ		

ພຣະອົງຊົງຮູ້ຄວາມຢ້ານຂອງເຮົາບໍ່?
Does God know our fears?

ແມ່ນແລ້ວ,ພຣະອົງຊົງຮູ້ຄວາມຢ້ານຂອງເຮົາ.
Yes, He knows our fears.

ພຣະອົງຊົງທຳທ່າບໍ່ໄດ້ຍິນຄຳອ້ອນວອນຂອງເຮົາບໍ່?
Does God ignore our pleadings?

ບໍ່,ພຣະອົງຊົງບໍ່ທຳທ່າບໍ່ໄດ້ຍິນຄຳອ້ອນວອນຂອງເຮົາ.
No, God does not ignore our pleadings.

ພຣະອົງຊົງປະສົບຫຍັງ?
What does God experience?

ພຣະອົງຊົງປະສົບຄວາມສຳເຣັດທຸກຢ່າງຂອງເຮົາ.
God experiences all our successes.

ຄວາມ *is used with emotional verbs,* **ການ** *is used with action verbs, and* **ຄຳ** *is used with verbal or written verbs. Adding a different prefix to the same word can give you two separate meanings. Ex.* **ການ+ອະທິຖານ** → *pray"ing;"* **ຄຳ+ອະທິຖານ** → *a "prayer."*

Function: Asking about and describing actions and events
Context: Teaching about God's character

Scenario

During tonight's nightly planning session you are setting goals for tomorrow when the phone rings. You begin speaking with **ສົນສັກ,** one of your investigators who has had to deal with some family problems and he is struggling. You try your best to comfort him, but it doesn't seem to be working. He says: "I'm not sure whether I believe that God really cares about me or knows me."

1. Practice: In pairs, one missionary takes the role of **ສົນສັກ** and the other fills his role as the missionary. Using the grammar principle and vocabulary of this lesson teach about God's character in order to help **ສົນສັກ.**

2. Re-practice: Switch roles, rotate practice companions, and repeat the activity a second time.

Additional Scenario(s)

- You are visiting a less-active member in your assigned ward and after talking with him you discover that prayer is no longer important to him. You ask questions and listen to find out more and during the discussion he says: "I don't think God listens to me when I pray."

Adverbs

ພຣະວິນຍານບໍລິສຸດ *Holy Spirit*		ອາດຈະ *may*		ເວົ້າ *speak*	ຢ່າງ *adverb prefix (“ly”)*	ງຽບ *quiet.*	(ບໍ່) *(?)*
ພວກເຮົາ *We*	(ບໍ່) *not*	ຕ້ອງ *need*		ເຕືອນ *warn*	ແນວໃດ/ຈັ່ງໃດ? *How?*		
ການຊາບຊຶ້ງ *Impressions*		ເພີ *ought to*		ດົນໃຈ *inspire*	ຢ່າງ *adverb prefix (“ly”)*	ພາກພຽນ *diligent*	
ທຸກຄົນ *Everyone*		ຄວນ *should*		ອະທິຖານ *pray*		ດີພ້ອມ *perfect*	
ຄວາມແນວຄິດ *Ideas*		ອາດຈະ *may/might*		ມາ *come*		ງຽບ *quiet*	
		ຈະ *will*	(ບໍ່) *not*	ຊອຍ່ ເຮົາ *help us*		ດັ່ງ *loud*	
				ໄຕ່ຕອງ *reflect upon*	ທາງ *adverb prefix (“ly”)*	ໂລກ *world*	
				ຕອບ *answer*		ວິນຍານ *spirit*	
						ວາຈາ	

ແມ່ນແລ້ວ,
Yes,

ບໍ່,
No,

...ແຕ່...
...but, ...

ທຸກຄົນຕ້ອງອະທິຖານຢ່າງພາກພຽນບໍ່?
Must everyone pray diligently?

ແມ່ນແລ້ວ,ທຸກຄົນຕອ້ງອະທິຖານຢ່າງພາກພຽນ.
Yes, everyone must pray diligently.

ແມ່ນແລ້ວ,ແຕ່ທຸກຄົນບໍ່ຕອ້ງອະທິຖານຢ່າງດີພອ້ມ.
Yes, but everyone doesn’t need to pray perfectly

ພຣະວິນານຈະຕອບຈັ່ງໃດ?
How will the Holy Ghost answer?

ພຣະວິນຍານບໍຣິສຸດອາດຈະເຕືອນເຈົ້າທາງວາຈາ.
The Holy Ghost may answer verbally.

ພຣະວິນຍານບໍຣິສຸດຈະບໍ່ຕອບຢ່າງດັ່ງ.
The Holy Ghost will not answer loudly.

Note: ຢ່າງ is placed in front of adjectives to change them to adverbs, while ທາງ is placed in front of nouns to change them to adverbs.

Function: Asking about and describing actions and events
Context:Teaching about prayer and the Holy Ghost

Scenario

You and your companion are teaching a father named ບຸນມີand his young family in their home. He wants to help his children to grow up to be good people and that is the reason that he invited you inside when you first came to their home. During your first lesson with this family you teach them about Heavenly Father and prayer.
ບຸນມີ is interested when you mention the Spirit and its role, and asks you: "What does the Spirit feel like?"

1. Practice: In pairs, one missionary takes the role of ບຸນມີ and the other fills his role as the missionary. Teach about the Holy Ghost and how the Holy Ghost speaks with us.

2. Re-practice: Now have the missionaries switch roles giving them each a chance to be the missionary and the ບຸນມີ.

Additional Scenario(s)

- You are approached by an older gentleman who tells you that he just lost his job. You share with him that God loves him and is aware of his circumstances and needs, and that we can pray to Him any time. You also tell him that the Lord will answer his prayers. He then asks: "How will God answer my prayers?"

Practice deciding, in English, when to use each form of “for.” It may be okay for more than one form of the word “for” to be used in a particular sentence.

-Praying is something that others can’t do in our place; we must pray.
-I am grateful for a loving Heavenly Father.
-“I thank thee for comforting me when I’m sad.”
-“I thank thee for thy son who atoned for me.”
-We can pray for the strength to overcome our trials.
-What would you ask for?
-After you’ve prayed sit and think for 5 minutes and allow the spirit to talk to you.
-When you pray, you can pray for help to know what to do.
-“I thank thee Lord for my good health”.
-In order for us to receive an answer we must have faith.
-According to your religion do you pray or do the monks pray for you?
-“I thank thee for helping me with my homework.”
-We can pray and give thanks for the blessings that we have.
-“I thank thee for my family.”
-I pray for my family every day.
-I am grateful for my experiences.
-We can pray for 2 minutes or 2 hours; it is up to us.
-What are you thankful for?
-Prayer is the way that you can know for yourself.
-When Christ was performing the Atonement He prayed in order to receive strength.
-I thankful for God’s love.
-The scriptures tell us that we can pray for answers to our questions.

“For” all six ways

	ເຮົາ *We*		ສາມາດ *(are) able to*	ອະທິຖານ *pray*	ເພື່ອ *in order to*	ຮູ້ຄວາມຈິງ. *know truth.*	
ແມ່ນແລ້ວ, *Yes,* ບໍ່, *No,*	ພໍ່ *Father*	(ບໍ່) *(not)*	ຄວນ *should*	ຂອບພຣະໄທພຣະອົງ *thank the Lord*	ເພື່ອ *In order to*	ພອນທັງຫລາຍຂອງເຮົາ *all our blessings*	(ບໍ່) *(?)*
	ແມ່ *Mother*		ສາມາດ *able to*	ວິ໋ງວອນພຣະອົງ *supplicate God*	ໃຫ້ *In behalf of*	ຄອບຄົວຂອງເຮົາ *our families*	
	ຜູ້ໃດກໍຕາມ *Anyone*				ທີ່ໄດ້ *for (an action)*	ຊື່ສຽງໃຫຍ່ *worldly fame*	
	ລຸງ *Uncle*				ແທນ *in place of*	ຮັບຄວາມຊ່ອຍເຫລືອ *to receive help*	
	ໃຜ *Who...?*				ສຳລັບ *for (receiving something)*	ຄົນເຈັບປວດ *sick people*	
					ເປັນເວລາ *for the time of*	ຫ້ານາທີ *five minutes*	
						ສຸກຂະພາບດີ *good health*	
						ຊ່ອຍເຮົາເອົາຊະນະບັນຫາ. *helping us overcome problems.*	

ເຮົາສາມາດອະທິຖານເພື່ອຮັບຄວາມຊ່ອຍເຫລືອບໍ່?
Can we pray to receive help?

ແມ່ນແລ້ວ,ເຮົາສາມາດອະທິຖານເພື່ອຮັບຄວາມຊ່ອຍເຫລືອ.
Yes, we can pray to receive help.

ເຮົາຄວນອະທິຖານສຳລັບຊື່ສຽງໃຫ່ຍບໍ່?
Should we pray for worldy fame?

ບໍ່,ເຮົາບໍ່ຄວນອະທິຖານສຳລັບຊື່ສຽງໃຫ່ຍ.
No, we shouldn’t pray for worldly fame.

ໃຜສາມາດອະທິຖານສຳລັບສຸກຂະພາບດີ?
Who can pray for good health.

ຜູ້ໃດກໍຕາມສາມາດອະທິຖານສຳລັບສຸກຂະພາບດີ.
Anyone can pray for good health.

Function: Asking about and expressing desire, need, preference, ability, intention, or purpose
Context: Teaching about prayer

Scenario

You just met a single mother named ບຸນສະວັດ outside her house and started to talk with her about how the gospel blesses families. She has had some trials recently, and as you talk with her you learn that she has a limited knowledge of God and Jesus Christ. You feel that the most important thing for her right now is to understand prayer and how it can help her.

1. Practice: In pairs, one missionary takes the role of ບຸນສະວັດ and the other maintains his role as the missionary. Using the grammar principle and vocabulary of this lesson, teach ບຸນສະວັດ about prayer.

2. Re-practice: Switch roles, rotate practice companions, and repeat the activity a second time.

Additional Scenario(s)

- You are visiting ຫລວງ, a new investigator you met last week. You invited him to pray during your last appointment and when you followed up to see if he prayed he said that he didn't know what to pray for.

“ໃຫ້”–All four ways (Part I)

	ພຣະເຈົ້າ *God*		**ໃຫ້** *allow*	**ເຮົາ** *us*	**ປະສົບຄວາມຜິດຫວັງໃນຊີວິດ.** *experience disappointment in life.*
ແມ່ນແລ້ວ, *Yes,*	**ພໍ່ແມ່** *Parents*	**(ບໍ່)** *not*	**ໃຫ້** *to allow*	**ລູກ** *children*	**ເຮັດກິດຈະກຳທີ່ມ່ວນຊື່ນ.** *do fun things.*
ບໍ່ *No,*	**ພຣະເຈົ້າ** *God*			**ຄອບຄົວ** *families*	**ເລືອກຕິດຕາມພຣະອົງ.** *to choose to follow Him.*
***ເປັນຫຍັງ...?** *Why…?*				**ເຮົາ** *us*	**ເຮັດວຽກຢ່າງພາກພຽນ.** *work diligently.*
ເພາະວ່າ… *Because…*				**ຂ້ານ້ອຍ** *me*	**ຖືກຊາຕານບັງຄັບໃຫ້ເຮັດບາບ.** *forced by Satan to commit sin.*
					ເຮັດບາບ. *to sin.*
					ຮຽນໂດຍປະສົບການຂອງເຮົາ. *learn through our experiences.*
					ເບິ່ງໜັງທີ່ບໍ່ສອດຄ່ອງກັບ ມາດຕະຖານຂອງພຣະເຈົ້າ. *watch movies that are not in harmony with God’s standards.*

ພຣະເຈົ້າໃຫ້ເຮົາຮຽນໂດຍປະສົບການບໍ່?
Does God allow us to learn through experience?

ແມ່ນແລ້ວ,ພຣະເຈົ້າໃຫ້ເຮົາຮຽນໂດຍປະສົບການ.
Yes, God allows us to learn through experience.

ພຣະເຈົ້າບໍ່ໃຫ້ເຮົາເຮັດກິດຈະກຳທີ່ມ່ວນຊື່ນບໍ່?
Does God not allow us to do fun things?

ບໍ່,ພຣະເຈົ້າໃຫ້ເຮົາເຮັດກິດຈະກຳທີ່ມ່ວນຊື່ນຢູ່.
No, God does allow us to do fun things.

ເປັນຫຍັງພຣະເຈົ້າຈຶ່ງໃຫ້ເຮົາເຮັດບາບ?
Why does God allow us to sin?

ເພາະວ່າພຣະເຈົ້າໃຫ້ເຮົາເລືອກຕິດຕາມພຣະອົງ.
Because God allows us to choose to follow Him.

***ເປັນຫຍັງ** *is placed at the beginning of the sentence. Replace* **ເປັນຫຍັງ** *with* **ເພາະວ່າ** *to answer the question .*

Function: Asking about and describing actions and events
Context: Teaching about the similarities between God and parents

Scenario

You and your companion are knocking on doors in a part of your area that you've never been to before. You knock on one of the doors and are met by a young man. You initiate a conversation about families and he tells you that he is expecting his first child soon. He then asks: "How can I be a good father?"

1. Practice: One missionary takes the role of the soon-to-be father and the other takes the role of the missionary. Share a message about how to be a good father through the gospel and doctrine of Christ. Use the example of our Heavenly Father during the lesson.

2. Re-practice: Switch roles and repeat the scenario.

Additional Scenario(s)

You are teaching an investigator named ບົວເງີນ, and during one of the lessons he asks: "Why is life so difficult?"

“ໃຫ້”-All four ways (Part II)

ພຣະເຈົ້າ *God*		**ຢາກ** *wants*	**ໃຫ້** *for/ to cause*	**ເຮົາ** *us*	**ປະສົບຄວາມຊື່ນຊົມ.** *to experience joy.*	
ພໍ່ແມ່ *Parents*	**(ບໍ່)** *not*	**ຕັ້ງກົດໝາຍ** *establish rules*	**ໃຫ້** *for the benefit of someone*	**ລູກ** *children*	**ຈະເລີນຂຶ້ນທາງວິນຍານ.** *to grow spiritually.*	**(ບໍ່)** *(?)*
ພໍ່ *Father*	***(ຈຶ່ງ)** *(therefore)*	**ປາດຖະໜາ** *desire(s)*	someone		**ໆດງົດ.** *frustrated.*	
ແມ່ *Mother*		**ຢາກ** *wants*	**ໃຫ້** *to cause someone to do or feel something*		**ມີຄວາມປອດໄພ.** *to have safety*	
ຜູ້ນຳ *Leaders*					**ລົບກວນ** *annoyed.*	
ສາດສະດາ *Prophets*					**ຮຽນເຊື່ອຟັງ.** *learn to obey.*	
					ມີຄວາມສຸກ. *to have happiness.*	

ແມ່ນແລ້ວ, *Yes,*

ບໍ່ *No,*

***ເປັນຫຍັງ.....?** *Why……..…...?*

ເພາະວ່າ….. *Because……..*

ພຣະເຈົ້າຕັ້ງກົດໝາຍໃຫ້ເຮົາຈະເລີນຂຶ້ນທາງວິນຍານບໍ່?
Did God establish rules for us to grow spiritually?

ພຣະເຈົ້າຕັ້ງກົດໝາຍໃຫ້ເຮົາໆດງົດບໍ່?
Did God establish rules to cause us frustration?

ເປັນຫຍັງພຣະເຈົ້າຈຶ່ງຕັ້ງກົດໝາຍ?
Why did God establish rules?

ແມ່ນແລ້ວ,ພຣະເຈົ້າຕັ້ງກົດໝາຍຂຶ້ນໃຫ້ເຮົາຈະເລີນຂຶ້ນທາງວິນຍານ.
Yes, God established rules for us to grow spiritually.

ບໍ່,ພຣະເຈົ້າບໍ່ຕັ້ງກົດໝາຍໃຫ້ເຮົາໆດງົດ.
No, God did not establish rules to cause us frustration.

ເພາະວ່າພຣະເຈົ້າປາດຖະໜາໃຫ້ເຮົາມີຄວາມປອດໄພ.
Because God desires for us to have safety.

ເປັນຫຍັງ** *is placed at the beginning of the sentence. Replace* **ເປັນຫຍັງ** *with* **ເພາະວ່າ** *to answer the question .ຈຶ່ງ** *is used in cause and effect questions which contain*

Function:Asking about and describing actions and events
Context:Teaching the importance of keeping commandments

Scenario

A sister in the ward has invited you to come teach her less active son. She has told you how badly she wants to help him return to activity in the church. He became less-active when he was a teenager because he felt that the church has too many restrictions.

2. Practice: One missionary takes the role of the brother and the other missionary takes the role of the missionary. Practice sharing your testimony and feelings of how the commandments are there for our benefit.

3. Re-practice: Switch roles and complete the scenario again.

Additional Scenario(s)

- You've been transferred into a new area with a relatively new missionary as your companion, and you've noticed that your new companion has been having a hard time following the missionary schedule. After talking with him he tells you that he is frustrated with all the little rules you have to keep.

“ໃຫ້”–All four ways (Part III)

ແມ່ນແລ້ວ,
Yes,

ບໍ່
No,

ເປັນຫຍັງ...?
Why…?

ເພາະວ່າ.....
Because……..

ພຣະເຈົ້າ *God*		ປະທານ *give*	ພຣະວິນຍານ *Spirit*	ໃຫ້(ແກ່) *to/unto*	ເຮົາ *us*	ທີ່ຈະນຳພາເຮົາໃນຊີວິດນີ້. *in order to be happy in this life.*	(ບໍ່) *(?)*
ພຣະວິນຍານ *Spirit*	(ບໍ່) *not*	ມອບ *give*	ຄຳເຕືອນ *warnings*	ໃຫ້(ແກ່) *to/unto*	ລູກ *children*	ຊ່ວຍເຮົາເລືອກຄວາມດີ. *help us choose the right.*	
	(ຈຶ່ງ) *therefore*	ປະທານ *give*	ການຊາບຊຶ້ງ *impressions*		ທຸກຄົນ *every one*	ເພື່ອຊ່ວຍເຮົາມີຄວາມຖ່ອມຕົວ. *in order to help us have humility.*	
		ສົ່ງ *send*	ພຣະວິນຍານບໍຣິສຸດ *Holy Ghost*			ຊ່ວຍເຮົາຮຽນພຣະກິດຕິຄຸນ. *help us learn the Gospel.*	
			ຂອງປະທານອັນນີ້ *this gift*			ເພື່ອຊ່ວຍເຮົາຮຽນຮູ້ປັນຍາ. *in order to help us learn wisdom.*	
			ຄວາມສະຫວ່າງຂອງພຣະຄຣິດ *the Light of Christ*			ທີ່ຈະປົກປ້ອງເຮົາ. *in order to protect us.*	
						ເພື່ອຊ່ວຍເຮົາໄວ້ໃຈໃນພຣະອົງ. *in order to help us trust in God.*	
						ທີ່ຈະຊ່ວຍເຮົາຮູ້ເຮັດຫຍັງ. *in order to help us know what to do.*	
						ທີ່ຈະພາເຮົາໄປທາງທີ່ຜິດ. *to lead us down the wrong path.*	

ພຣະວິນຍານປະທານຄຳເຕືອນໃຫ້ແກ່ເຮົາບໍ່?
Does the Spirit give us warnings?

ພຣະວິນຍານປະທານການຊາບຊຶ້ງທີ່ຈະພາເຮົາໄປທາງຜິດບໍ່?
Does the Spirit give us impressions to lead us down the wrong path.

ເປັນຫຍັງພຣະເຈົ້າຈຶ່ງປະທານພຣະວິນຍານໃຫ້ແກ່ເຮົາ?
Why does God give us the Spirit?

ແມ່ນແລ້ວ,ພຣະວິນຍານປະທານຄຳເຕືອນໃຫ້ແກ່ເຮົາ.
Yes, the Spirit gives us warnings.

ບໍ່,ພຣະວິນຍານບໍ່ປະທານການຊາບຊຶ້ງທີ່ຈະພາເຮົາໄປທາງຜິດ.
No, the Spirit does not give us impressions to lead us down the wrong path.

ເພາະວ່າພຣະວິນຍານຈະຊ່ວຍເຮົາຮູ້ເຮັດຫຍັງ.
Because the Spirit will help us know what to do.

ເປັນຫຍັງ** *is placed at the beginning of the sentence. Replace* **ເປັນຫຍັງ** *with* **ເພາະວ່າ** *to answer the question .ຈຶ່ງ** *is used in cause and effect questions which contain*

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context:Teaching about the Gift of the Holy Ghost

Scenario

The ສີວິໄລ family was baptized last week and you are visiting the family with one of the ward missionaries to teach them the first new member lesson. During the lesson Bro. ສີວິໄລ tells you that she still doesn't understand why the Holy Ghost is important.

1. Practice: In pairs, one missionary takes the role of Bro. ສີວິໄລ and the other fill his role as the missionary. Practice discussing the role of the Holy Ghost.

3. Re-practice: Switch roles and complete the scenario again.

Additional Scenario(s)

- You are teaching an investigator named ໆ about the Holy Ghost and he has a fearful look on his face. When you ask him what is wrong he tells you that he doesn't like the idea of having a spirit near him. (Some Laotian people are supersticious.)

To Leave (ໄວ້)

Subject	Verb	Noun	"to leave"	
ພວກເຮົາຢາກ	ໃຫ້	ພຣະຄຳພີມໍມອນ	ໄວ້	
We want	to give	book	to leave	
ຂໍໃຫ້ເຈົ້າ	ເກັບ	ພຣະຄຳພີ	ໄວ້	(ໄດ້ບໍ່)
Request for you	to keep	scripture	to put down (the action of writing, putting, or re-membering)	(can yes/no?)
ເຮົາຢາກ	ຈື່ຈຳ	ປຶ້ມບາງ		(ໄດ້ບໍ່)
We want	to remember	pamphlet		(yes/no?)
ເຈົ້າຈະ	ປິດ	ຄຳໝັ້ນສັນຍາ		
You will	to hang	commitment		
	ຂຽນ	ຮູບຂອງພຣະຄຣິດ		
	to write	picture of Christ		
	ຖິ້ມ	ຄວາມຮູ້ສຶກ		
	to throw away	feelings		
	ເປີດ	ບາບ		
	to open	sins		
	ໃຫ້	ຄຳຖາມ		
	to give	questions		
	ຝາກ	ສິ່ງທີ່ມັກ		
	to leave	things that you like		
	ວາງ			

ຂໍໃຫ້ເຈົ້າຂຽນເລກໂທໄວ້ໄດ້ບໍ່?

Could you please write down you phone number?

ເຈົ້າຢາກໃຫ້ຂອ້ຍເອົາປຶ້ມໄວ້ຢູ່ໃສ?

Where would you like me to put this book?

ໄດ້, ຂອ້ຍຂຽນເລກໂທໄວ້ໄດ້.

Yes, I can write down my phone number.

ເອົາປຶ້ມໄວ້ຢູ່ນີ້.

Set the book down right here..

Function: Asking about and describing actions and events
Context: Extending commitments

Scenario

After you have finished teaching **ທະວີ** the first lesson, extend your commitment and leave something behind for him to do. Teach **ທະວີ** the importance of keeping these commitments and teach him of the blessings he will receive by doing so.

Practice: With your companion, have one missionary take the role of **ທະວີ** and the other of the missionary. Use this grammar principle to help extend your commitment and practice teaching the importance of keeping that commitment. Finish by promising him blessings. When you are finished, switch roles and do it again.

Additional Scenario(s)

Every lesson you teach **ທອງຄຸນ,** he willingly accepts the commitments you extend him but he continues to have a hard time remembering them when you are gone. Today in your lesson, you and your companion decide to take a new approach to help him remember. You decide to ask **ທອງຄຸນ** to write down the commitment so he will have a reminder to help him.

Practice: With your companion, have one missionary take the role of **ທອງຄຸນ** and the other of the missionary. Ask **ທອງຄຸນ** to write down the commitment to help him remember to do it. When you are finished, switch roles and do it again.

Complex Questions

ເຈົ້າ	**ຮູ້**	**ບໍ່ວ່າ**	**ເຮົາກັບໃຈຈາກບາບ**	**ຈັ່ງໃດ?**
You	*know*	*do…that…*	*we repent of sins*	*how?*

ແມ່
Mother

ພໍ່
Father

ອ້າຍ
Older brother

ນອ້ງ
Younger sibling

ຄິດ
think

ຮູ້ສຶກ
feel

ເຂົ້າໃຈ
understand

ຫຍັງແດ່
What…...

ແນວໃດແດ່
How……

ເຮື່ອງ
concerning

ໂຢເຊັບສະມິດ
Joseph Smith

ຫລັງຈາກຊີວິດນີ້ເຮົາຈະ
after this life we

ການເອົາພຣະນາມພຣະເຢຊູ
taking the name of Christ

ພຣະບິດາເທິງສະຫວັນ
Heavenly Father

ພຣະວິນຍານຊ່ອຍເຮົາ
the spirit helps us

ກົດພົມມະຈັນ?
Law of Chastity?

ເມື່ອໃດ?
when?

ພຣະວາຈາແຫ່ງປັນຍາ?
Word of Wisdom?

ຢູ່ໃສ?
where?

ແມ່ນໃຜ?
is who?

ກົດເງີນສອ່ນສິບ?
Law of Tithing?

ແມ່ນຫຍັງ?
is what?

ພໍ່ ຮູ້
You know **ບໍ່ວ່າ** (do..that..) **ພຣະວິນຍານຊ່ອຍເຮົາ** the spirit helps us **ຈັ່ງໃດ?** how?
Do you know (the following) how the Spirit helps us?

ນອ້ງຮູ້ບໍ່ວ່າໂຢເຊັບສະມິດແມ່ນໃຜ?
Do you know who Joseph Smith is?

ແມ່ເຂົ້າໃຈຫຍັງແດ່ເຣື່ອງພຣະວາຈາແຫ່ງປັນຍາ?
What do you understand about the Word of Wisdom?

ນອ້ງຮູ້ຢູ່. ໂຢເຊັບສະມິດ….
I do. Joseph smith...

ແມ່ເຂົ້າໃຈວ່າ……
I understand that……..

Complex questions either contain two question words such as ບໍ່ວ່າ …..ຈັ່ງໃດ?; or are interrogative sentences used by a speaker to understand the thoughts or feelings of the person with whom they are speaking. ..ຫຍັ ແດ່.. is used in an interrogative sentence.
ບໍ່ວ່າ *used without another question word is just asking a "whether or not" question.*

Function: Asking and answering questions of contrasting attitudes, emotions, and feelings
Context: Talking with your investigator about the baptismal interview questions.

Scenario

You are visiting an investigator named ສົມໃຈ who is preparing to be baptized next week. Whenever you go to visit he is very quiet and it has been difficult for you and your companion to gauge his learning and conversion. He has committed to quit smoking, but you would like to know how he feels about the Word of Wisdom.

1. Practice: One missionary takes the role of ສົມໃຈ and the other maintains his role as the missionary. Use interrogative questions to understand how ສົມໃຈ feels about the Word of Wisdom.

2. Re-practice: Switch roles, rotate practice companions, and repeat the activity a second time. Use the grammar and vocabulary that you have learned previously to expand your questions and answers.

Additional Scenario(s)

- You and your companion received a referral from a member to go teach their friend. You have decided as a companionship that you want to spend the first half of the visit understanding the beliefs of the investigator. After knocking on the door and learning about their family and basic background you now you want to learn more about their religious background.

Forming Questions Using แล้วหลือยัง

Subject		Verb	Noun	"already or yet"
เฮ็อย *You (older sister)*		**เชิา** *quit*	**กินบ๋ำชา** *drinking tea*	**แล้วหลือยัง** *already or yet?*
เจ๊า *You (same age)*		**เชิา** *quit*	**สูบย่า** *smoking*	**(แล้วหลือยัง)** *(already or yet?)*
อ้าย *You (older brother)*	**(ยังบ่ได้)** *(still have not)*		**กินเหล้า** *drinking alcohol*	
พ่ี *You (father's age)*			**กินกาเฟ** *drinking coffee*	**(แล้อ)** *(already)*
แม่ *You (mother's age)*			**กินบ๋ำชา** *drinking tea*	
ข้อย *I (m)*			**ยาเสบติด** *drugs*	
ลาอ *He/she*		**อะพิฐาน** *pray/prayed*		
			อ่านพระคำพิมมอน *read The Book of Mormon*	
			ไปโบด *go/went to the church*	

Q. เจ๊าอ่านพระคำพิมมอนแล้วหลือบ?
Have you read the Book of Mormon yet?

A. ข้อยอ่านพระคำพิมมอนแล้อ.
I've already read the Book of Mormon.

A. ข้อยยังบ่ได้อ่านพระคำพิมมอน.
I haven't read the Book of Mormon yet.

Function: Asking about and describing actions and events
Context: Following up on commitments

Scenario

You and your companion have been teaching an investigator named ນ້ອຍ for a couple of weeks now and he has a strong desire to be baptized. The only thing that is keeping him from being baptized is an addiction he has. In the last lesson, you taught him about keeping the Word of Wisdom and the blessings it brings us. During the lesson, he shared a concern about keeping the Word of Wisdom and so you committed him to quit his addictions. He said he would try.

Practice: With your companion, have one missionary take the role of ນ້ອຍ and the other of the missionary. Practice following up with ນ້ອຍ on his commitment to keep the Word of Wisdom. If he says he is keeping the Word of Wisdom, share your excitement with him! If he is still struggling with it, encourage him to trust God and keep trying. After you are finished, switch roles and do it again.

Additional Scenario(s)

ນ້ອຍ was doing so well with the Word of Wisdom for a couple of weeks, but today he informed you that he has had a relapse and is back to his old habits. It turns out that he hasn't been consistently reading, praying, or attending church either.

Practice: With your companion, have one missionary take the role of ນ້ອຍ and the other of the missionary. Help □□□□□ understand that relapses sometimes happen, but that he can still overcome his addiction with help from the Lord. Teach ນ້ອຍ about the power that comes from scripture study, prayer, and church attendance, and help him understand the need of that power in overcoming his addiction. Commit him to live the Word of Wisdom again.

Practice identifying the number of an object using classifiers. Classifiers are words that quantify a group—people, animals, words, books, etc. In English we use a similar structure in sentences such as: "two cups of flour" or "two dozen chickens".
First speak English while putting the words in the correct Lao order. Then choose the correct classifier from the list and say it in Lao.

Ex: 4, girls English: girls 4 of them (people) Lao: girls 4 ຄົນ (classifier for people)

3, Kingdoms of Glory	**2, angels**	**Classifiers**
5, teaching appointments	**3, gods**	**ຄົນ-people**
2, shirts	**11, policeman**	**ໂຕ- animals, clothing**
8, cars	**1, dog**	**ຄັນ-cars**
6, mothers	**8, trucks**	**ອົງ-deity, angels**
7, books	**2, trips to visit a friend**	**ອັນ-things**
14, motorcycles	**3, cats**	**ແຫ່ງ-places**
100, pencils	**2, hospitals**	**ເຫລັ້ມ-books**
88, teachers	**1, missionary**	**ເທື່ອ-times/occurrences**

Classifiers

Subject	Verb	Noun	Number	Classifier
ຂ້ອຍ *I*	ມີ *have*	ພີ່ນ້ອງ *siblings*	ສາມ *three*	ຄົນ *people*

ແມ່ນແລ້ວ,
Yes,

ບໍ່,
No,

Subject	Verb	Noun	Number	Classifier
ຂ້ອຍ *I (m)*	ມີ *have*	ພີ່ນ້ອງ *siblings*	ຈັກ *how many?*	ຄົນ *(classifier for)* *people*
ເຮົາ *We*		ພີ່ນ້ອງຊ້າຍ *older/younger brother*	ສອງ *two*	ເຫລັ້ມ *(classifier for)* *books* *candlesticks* *knives* *axes*
ລາວ *He/she*		ພີ່ນ້ອງຊາວ *older/younger sister*	ສາມ *three*	
ເຈົ້າ *You*		ລູກ *children*	ຫ້າ *five*	ຄັນ *(classifier for)* *bicycles* *vehicles* *spoons* *forks*
		ລູກຊ້າຍ/ລູກຊາວ *son/daughter*	ເກົ້າ *nine*	
		ຫລານ *grandchildren*	ຫົກ *six*	ຄູ່ *(classifier for)* *pairs of things*
		ລົດຖີບ *bicycle*	ສິບຫົກ *sixteen*	
		ເກີບ *shoes*		ຕົວ *(classifier for)* *clothing* *furniture* *animals*
		ເສື້ອ *shirts*		
		ກາລະວັດ *ties*		ເສັ້ນ *(classifier for)* *ties* *strings*
		ປຶ້ມບັນທຶກສືກສາ		

***In order to ask a question of exact quantity** ຈັກ *is placed between the object and the classifier.*

Function: Asking and answering questions of quality, quantity, number and sequence
Context: Getting to know someone

Scenario

You and your companion are walking down the street and see an older Laotian woman working in her garden. Older woman love to talk about their families so you decide that would be a good way to initiate a conversation with her.

1. Practice: Working in pairs, one missionary takes the role of the older woman and the other retains his role as the missionary. Ask questions so that you learn about the members of her family and share about your own family.

3. Re-practice: Switch roles, rotate practice companions, and repeat the activity a second time. Use the classifiers from the conceptual practice on the previous page to expand your questions and answers.

Additional Scenario(s)

- You are visiting a young college-age less-active man whose information you found in the area book. Ask questions to get to know his family and share about your own.

Every, Some, Many (ທຸກ, ບາງ, ຫລາຍ)

Subject		Number	Classifer	Verb Phrase	
		ຫລາຍ *Many*	ຄົນ *people*	ປະຕິເສດ ພຣະເຢຊູຄຣິດ *rejected Jesus Christ*	
ສາດສະດາ *Church*	(ບໍ່) *(not)*	ທຸກ *every*	ຄົນ *(classifier for) people*	ເຊື່ອໃນພຣະຜູ້ເປັນເຈົ້າ *believe/believed in God*	(ບໍ່) *(yes/no?)*
ກະແຈຖານະປະໂລຫິດ *Priesthood keys*		ບາງ *some*	ນິກາຍ *(classifier for) sects*	ຫາຍໄປຈາກໂລກ *disappeared from the earth*	
ຄົນຊົ່ວຮ້າຍ *Evil people*		ຫລາຍ *many*	ພວງ *(classifier for) Priesthood keys*	ປະຕິເສດພຣະເຢຊູຄຣິດ *reject/rejected Jesus Christ*	
				ຂ້າອັກຄະສາວົກ *kill/killed the Apostles*	
				ປ່ຽນພຣະຄຳພີ *change/changed the scriptures*	
				ບິດເບືອນຄວາມຈິງ *distorted the truth*	
				ຖືກສ້າງຄືນມາ *were built up*	

Q. ທຸກຄົນເຊື່ອໃນພຣະຜູ້ເປັນເຈົ້າ.?
Did everyone believe in God?

A. ບໍ່ທຸກຄົນເຊື່ອໃນພຣະຜູ້ເປັນເຈົ້າ.
Not everyone believed in God.

A. ບາງຄົນເຊື່ອໃນພຣະຜູ້ເປັນເຈົ້າ.
Some people believed in God.

Function: Asking and answering questions of quality, quantity, number, and sequence
Context: Teaching about the Great Apostasy

Scenario

You and your companion are teaching an investigator named ບັດ who is a member of a local Christian church. You have invited him to attend church with you several times now but he seems to keep finding excuses for why he can't go. Today you asked him why he doesn't want to attend church with you and he said that he just doesn't understand the difference between your church and all the other Christian churches.

Practice: With your companion, have one missionary take the role of ບັດ and the other of the missionary. Teach ບັດ about what happened after Jesus Christ was crucified and how everyone fell into apostasy. Help him to see the need for a restoration and how there is only one true church on the earth. After you are finished, switch roles and do it again.

Additional Scenario(s)

You and your companion are teaching a Buddhist person the message of the Restoration for the first time and he is confused about the Great Apostasy. Help him understand the events that happened during the great apostasy by teaching simply and using scriptures.

Practice: With your companion, have one missionary be the Buddhist person and the other be the missionary. Find a scripture about the Great Apostasy, read it together, and teach simply about the Great Apostasy. After you are finished, switch roles and do it again.

Positive and Negative Commands

ແມ່ນແລ້ວ,
Correct,

ບໍ່ແມ່ນ,
Not correct,

ສາດສະດາ		ວ່າ	ຢ່າ	ດື່ມ	ເບຍ.	(ແມ່ນ ບໍ່)
Prophets		*said:*	*Don't..!*	*drink*	*beer.*	*(right?)*
ພຣະເຈົ້າ	(ບໍ່)	ສອນ	ຈົ່ງ	ກິນ	ຫຍັງ?	
God	*not*	*teach:*	*Do….!*	*eat*	*what?*	
ພຣະເຢຊູຄິດ		ກ່າວ	ບໍ່ໃຫ້	ໄຊ້	ໝາກໄມ້	
Jesus Christ		*declare:*	*Don't...!*	*use*	*fruits*	
ພຣະຄຳພີ		ເຕືອນ	(third person)	ສູບ	ຜັກ	
The scriptures		*warn:*	ໃຫ້	*smoke*	*vegetables*	
ຕົວແທນຂອງພຣະອົງ			Do….!		ກ້າເຟ	
Representatives of Christ			*(third person)*		*coffee*	
ອັກຄະສາວົກຂອງພຣະອົງ					ນ້ຳຊາ	
Apostles of Christ					*tea*	
ການເປີດເຜີຍໃນຍຸກສຸດທ້າຍ					ເຂົ້າ	
Latter-day revelation					*grain*	
					ເບຍ	
					beer	
					ຢາທີ່ອັນຕະລາຍ	
					drugs	

S + *ວ່າ + "ຈົ່ງ/ຢ່າ + V + O"

*When you are quoting someone using ຈົ່ງ/ຢ່າ *then place* ວ່າ *between the subject and* ຈົ່ງ/ຢ່າ.

ພຣະຄຳພີສອນວ່າ"ຈົ່ງກິນໝາກໄມ້"ແມ່ນບໍ່?
Don't the scriptures teach "Eat fruit!"?

ແມ່ນແລ້ວ,ພຣະຄຳພີສອນວ່າ"ຈົ່ງກິນໝາກໄມ້".
Yes, the scriptures teach "Eat fruit!"

ພຣະຄຳພີສອນວ່າ"ຢ່າກິນເຂົ້າ"ແມ່ນບໍ່?
Do the scriptures teach "Don't eat grain!"?

ບໍ່ແມ່ນ,ພຣະຄຳພີບໍ່ສອນວ່າ"ຢ່າກິນເຂົ້າ."
No, the scriptures do not teach "Don't eat grain!"

ສາດສະດາເຕືອນບໍ່ໃຫ້ກິນຫຍັງ?
What does the prophet warn us not to eat?

ສາດສະດາເຕືອນບໍ່ໃຫ້ກິນຊີ້ນຫລາຍເກີນໃປ.
The prophet warns us not to eat too much meat.

The command words are divided into two categories: third person and first person. When you are the person speaking or you are making a direct quote then you use the first person form (**ຢ່າ/ຈົ່ງ**), but if you are mentioning what someone else said already then you would use the third person form (**ບໍ່ໃຫ້/ໃຫ້**).

Function: Asking about and expressing desire, need, preference, ability, intention, or purpose
Context: Teaching the Word of Wisdom

Scenario

You are walking down the street when someone approaches you and asks if you are the Mormons. They mention that they have a friend who is Mormon and that they find it weird that you can't drink tea or coffee. They then ask: "Is there anything else your religion won't let you eat or drink?"

1. Practice: In pairs, one missionary takes the role of the inquirer and the other fills his role as the missionary. Teach the Word of Wisdom.

2. Re-practice: Switch roles and repeat the lesson.

Additional Scenario(s)

- You've been teaching an investigator for two weeks and they mentioned that they wanted to stop smoking. As you've been teaching about ''Our Life of Earth'' during today's appointment you feel inspired to talk about the Word of Wisdom. Include the source of this commandment as you teach.
- You are teaching the Gospel Essentials class at church and the lesson is about the Word of Wisdom. Instead of just telling them what they should or shouldn't eat/drink you would like to ask them. Ask them questions to make sure they understand what the Word of Wisdom teaches. Draw a line dividing the chalk board into two sections and label one "Good" and the other "Avoid". As they give the answers write them on the board in the correct section.

Practice changing the active voice sentences shown below into passive voice and vice-versa. For example, the active voice sentence: *Evil men persecuted Jesus Christ*; is changed to passive voice: *Jesus Christ was persecuted by evil men.*

- **Jesus Christ was rejected by the hard-hearted Pharisees.**
- **The church organization remained but the priesthood authority was lost.**
- **After the death of Jesus, the apostles were hunted down by the unbelievers.**
- **The Reformation helped to prepare the minds of the people for the Restoration.**
- **There were many good men and women who sought for truth.**
- **It was difficult for the Pharisees to believe that Jesus was the Son of God.**
- **Many of the Reformers believed that many of the doctrines had become corrupted.**
- **Jesus Christ organized his church and chose apostles to help further the work.**
- **Christ suffered all of these things because He loves us.**
- **Many of the Protestant churches came as a result of the Reformation.**
- **The Savior's apostles foretold that this universal apostasy would occur.**
- **Like in times past, the followers of Christ were persecuted for their beliefs.**
- **Without the priesthood authority sacred ordinances couldn't be performed.**
- **The apostles kept the doctrine pure and unchanged.**
- **Evil men have rejected the truth in every dispensation.**
- **Knowledge of the true nature of God and His plan was lost.**
- **The doctrines of faith, repentance, baptism, and the gift of the Holy Ghost were changed.**
- **These great truth-seeking men and women did not claim that they had been called by God as prophets.**
- **After the death of the apostles, unauthorized changes in doctrine and ordinances were made.**
- **The Apostles continued to spread the Gospel after the death of Christ.**

Passive Voice

		ພຣະເຢຊູຄິດ *Jesus Christ*	ຖືກ *was*	ຄົນຊົ່ວຮ້າຍ *evil people*	ຂົ່ມເຫງ *persecuted*
ແມ່ນແລ້ວ, *Yes,*					(ບໍ່) (?)
ບໍ່, *No,*		ອັກຄະສາວົກ *Apostles*	(ບໍ່) *not*	ຖືກ *was/were*	ຄົນທີ່ບໍ່ເຊື່ອ *unbelievers*	ປະຕິເສດ *rejected*	ຈັ່ງໃດ? *How?*
		ສານຸສິດຂອງພຣະອົງ *Christ's disciples*			ປະຊາຊົນ *people*	ບິດເບືອນ *distorted*	
		ພິທີການທີ່ສັກສິດ *Sacred ordinances*			ມະນຸດ *men*	ປ່ຽນ *changed*	
		ຫລັກທຳພຣະກິດຕິຄຸນ *Teachings*			ຄົນທີ່ຊອກຫາຄວາມຈິງ *truth-seeking people*	ຍອມຮັບ *accepted*	
		ອຳນາດຖານະປະໂລຫິດ *Power of the Priesthood*				ເສຍໄປ *lost*	
		ຄວາມຈິງ *Truth*				ຕີ *interpreted*	
						ເສື່ອມຊາມ *corrupted*	
						ສະແຫວງຫາ *sought after*	

ອັກຄະສາວົກຖືກປະຊາຊົນປະຕິເສດບໍ່?
Were the Apostles rejected by the people?.

ແມ່ນແລ້ວ,ອັກຄະສາວົກຖືກປະຊາຊົນປະຕິເສດ.
Yes, the Apostles were rejected by the people.

ອັກຄະສາວົກຖືກຄົນທີ່ບໍ່ເຊື່ອຍອມຮັບບໍ່?
Were the Apostles accepted by the unbelievers?

ບໍ່,ອັກຄະສາວົກບໍ່ຖືກຄົນທີ່ບໍ່ເຊື່ອຍອມຮັບ.
No, the Apostles were not accepted by the unbelievers.

ຫລັກທຳພຣະກິດຕິຄຸນຖືກເສື່ອມຊາມຈັ່ງໃດ?
How were the doctrines of the Gospel corrupted?

ຫລັກທຳພຣະກິດຕິຄຸນຖືກຄົນຊົ່ວຮ້າຍເສື່ອມຊາມ.
The doctrines of the gospel were corrupted by evil men.

Sometimes the noun performing the action is placed at the end of the sentence preceded by "ໂດຍ" or "by way of". Ex. ອັກຄະສາວົກຖືກຂົ່ມເຫງໂດຍຄົນຊົ່ວຮ້າຍ.

Function: Asking about and describing actions and events
Context: Teaching about the Great Apostasy

Scenario

A member has invited her nonmember friend over to her home for dinner and she has also invited you to come introduce yourself and show the “Finding Faith in Christ” movie. During the dinner the friend is very inquisitive about Jesus because she grew up Buddhist and doesn’t have much knowledge about Christianity. After dinner you all sit in the living room and watch the film. She seems very interested. After the film is over she turns to you and asks: “What happened to Christ’s apostles and His church?”

1. Practice: In pairs, one missionary takes the role of the friend and the other fills his role as the missionary. Explain what happened after the death of Jesus Christ.

2. Re-practice: Switch roles, rotate practice companions, and repeat the activity a second time.

Additional Scenario(s)

- You are visiting a referral that an investigator gave to you. After you introduce yourself and your purpose he asks you: ‘’Why do you think there are so many Christian churches in the world?’’
- You are teaching an investigator named ลอย who used to go to a local Christian church in the area. Every time that you’ve invited him to attend church with you he seems to find some excuse. During today’s appointment you ask him why he doesn’t want to attend our church, and he says that he doesn’t understand the difference between our church and the other Christian churches.

Practice choosing, in English, which bringing/taking verb is correct for each sentence. ພາ is used for people, ເອົາ for physical objects, and ນຳ for intangible items. Also identify which direction word (ມາ/ໄປ) would be used.

-Sister Black is bringing her sister to church with her.
-We shouldn't bring games or electronics to church because they are a distraction.
-What should I bring with me to church?
-Bring any questions or concerns and we can talk with you about them after church.
-Brother Brown is taking our investigator home after church is over.
-We should take our testimony with us wherever we go.
-Don't forget to take your scriptures with you when you go to Sunday School.
-I enjoyed Primary because the teachers always brought candy to class.
-Bring a notebook to sacrament meeting and write down any thoughts you get.
-The Elders quorum president was going to bring the sacrament bread.
-Will you take John to priesthood meeting?
-My family would listen to church hymns on our way to church so that we could bring the spirit with us.
-Everyone please bring ideas with them of how we can support the Gomez family.
-Next time I'll take my Laotian Bible so Greg can read it.
-We are taking Andy with us to visit the Greene family.
-I hope Sister Carl will bring her friend to the ward party on Wednesday.
-I forgot to ask you to bring another tie for our investigator to wear.
-Will you bring Mark to the baptismal service on Friday?
-Who do you know that you could bring with you to church this Sunday?
-Bearing testimony always brings the spirit into the room.

Bringing and Taking

	ບະລາເດີແສງ *Brother Saeng*		**ຈະ** *will*	**ພາ** *take (people)*	**ເຈົ້າ** *you*	**ມາ/ໄປ** *go/come*	**ໂບດ.** *church.*
ແມ່ນແລ້ວ, *Yes,*							
ບໍ່, *No,*	**ທ່ານ** *You (formal)*	**(ບໍ່)** *not*	**ກຳລັງ** *in the process*	**ພາ** *to bring/take a person*	**ໃຜ** *who*	**ມາ** *come*	**ໂບດ** *church*
	ສິສະເດີຄຳຄອງ *Sister Khamkong*		**ກຳລັງຈະ** *is about to*	**ເອົາ** *to bring/ take an object*	**ຫຍັງ** *what*	**ໄປ** *go*	**ການປະຊຸມ** *meeting*
	ທຸກຄົນ *Everyone*		**ສາມາດ** *is able to*	**ນຳ** *to bring/take something intangible*	**ເພື່ອນ** *friend*		
	ແມ່ *You(Mother)*		**ຄວນ** *should*		**ປະຈັກພະຍານ** *testimony*		
			ຈະ *will*		**ຄຳຖາມ** *questions*		
					ພຣະຄຳພີ *scriptures*		
					ພີ່ນ້ອງ *relative(s)*		
					ປຶ້ມຂຽນ *notebook*		

ເຈົ້າຈະພາເພື່ອນຂອງເຈົ້າໄປໂບດບໍ່?
Are you taking your friend to church?

ແມ່ນແລ້ວ,ຂອ້ຍຈະພາເພື່ອນຂອງຂອ້ຍໄປໂບດ.
Yes, I'm taking my friend to church.

ບະລາເດີແສງຈະພາເຈົ້າໄປໂບດບໍ່?
Is Brother Saeng taking you to church?

ບໍ່,ບະລາເດີແສງຈະບໍ່ພາຂອ້ຍໄປໂບດ.
No, Brother Saeng is not taking me to church.

ເຈົ້າຈະເອົາຫຍັງໄປໂບດ?
What are you taking to church?

ຂອ້ຍຈະເອົາພຣະຄຳພີໄປໂບດ.
I am taking my scriptures to church.

Give the sentence direction by placing **ໄປ** *(taking) or* **ມາ** *(coming) in the sentence.*

Function: Narrating experiences and telling stories
Context: Preparing an investigator for church

Scenario

It is Saturday and you are visiting your investigators to make sure they are coming to church tomorrow. You've arrived at ແມ່ບຸນ's house. She is an older woman you've been teaching for the past two weeks and it has been a wonderful experience seeing how the spirit is working in her life. During your last appointment she mentioned that she felt good at church the last time she went and she wants her son to go with her so he can feel it too.

1. Practice: One missionary takes the role of ແມ່ບຸນ and the other fills his role as the missionary. Using the grammar principle and vocabulary of this lesson, check with her to see if she has invited her son and ask her to bring him to church with her tomorrow.

2. Re-practice: Have the missionaries switch roles, and rotate practice companions and repeat the activity a second time. Move around among them and give needed help and encouragement.

Verbs of Locomotion

	ນີໄຟ *Nephi*		**ເຂົ້າ** *enter*	**ໄປ** *come*	**ໃນ** *in*	**ເມືອງເຈຣສູะเลม** *city of Jerusalem*	**ເພື່ອເອົาบับทึก.** *in order to get the records.*
ແม่นแล้อ, *Yes,*							**(บ่)** *(?)*
บ่, *No,*	**เลมัน** *Laman*	**(บ่)** *not*	**ออก** *leave*	**ไป** *go*	**ใส** *where?*		
	พอกเขา *They*		**ย่าๆ** *walk*	**มา** *come*	**หา** *to*	**บ้านเขา** *their home*	**เพื่อเอาบับทึก.** *in order to get the records.*
	พอกลูกของลีไธ *Sons of Lehi*		**ลง** *(go) down*		**จาก** *from*	**ผ้าเต้นบิดา** *his father's tent*	**ที่จะเธ็ดตามพธะเจ้า.** *to follow God.*
	คนไช้ของเลบัน *The servants of Laban*		**ขึ้น** *(go) up*		**ใน** *in*	**ตามฆ้าเขา** *followed to kill them*	**เพื่อแลกกับเอาบับทึก.** *in order to trade for the records.*
			แล่น *run*			**คนไช้ของเลบัน** *the servants of Laban*	**เว้านำเลบัน.** *speak with Laban.*
						บ้านของเลบัน *Laban's house*	**เซื่องต๋อในถ้ำ.** *hide themselves in a cavity of a rock.*
							ปาดสะจากบับทึก. *without the records.*
							เพื่อเอาของมิค่า. *in order to get their valuable things*

พอกเขาเข้าไปในบ้านเพื่อเอาของมิค่าบ่?
Did they enter their home in order to get their valuable things?

นิไฟกับไปหาพ่อปาดสะจากบับทึกบ่?
Did Nephi go unto the tent of his father without the plates?

พอกลูกของลีไธย่าๆไปใส?

แม่นแล้อ, พอกเขาเข้าไปในบ้านเพื่อเอาของมิค่า.
Yes, they did enter their home in order to get their valuable things.

บ่,นิไฟบ่กับไปหาพ่อปาดสะจากบับทึก.
No, Nephi did not go unto the tent of his father without the plates.

พอกลูกของลีไธย่าๆไปเมืองเจรูสะเลม.

ไป/มา comes after the verb of locomotion and it gives direction to the sentence. It tells whether you are going or coming.

Function: Asking about and describing actions and events
Context: Telling scripture stories

Scenario

You have an investigator named ພົນມານີ who has been trying to quit smoking for years without success. He really wants to quit so he can be baptized and you know that he has faith in the Savior.

1. Prepare: With your companion, prepare to share with ພົນມານີ the story of how Nephi retrieved the plates with God's help. Also, be prepared to relate this story to ພົນມານີ and his current trial.

2. Practice: In pairs, one missionary takes the role of ພົນມານີ and the other fills his role as the missionary. Using the grammar principle and vocabulary of this lesson share the story and then relate the story to ພົນມານີ's life.

2. Re-practice: Switch roles, and rotate practice companions and repeat the activity a second time. Use the grammar from this lesson and any other grammar and vocabulary that you have learned up to this point to add depth to the story.

Additional Scenario(s)

You've been teaching the ທາມາວົງສາ family, who are recent converts, and during today's appointment the husband told you that they don't have enough money to pay both rent and tithing this month. You try to help him understand that by following the Lord he'll be blessed, but he doesn't seem to believe you. In frustration he asks: "How do you know the Lord will help me? You haven't experienced this before."

To Continue (ຕໍ່ໄປ)

Subject	Helping Verb	Verb Phrase	Adverb	
ເຈົ້າ	ຈະ	ອະທິຖານ	ຕໍ່ໄປ	ບໍ່
You	*will*	*pray*	*continue*	*yes/no?*
ອ້າຍ	ຈະ	ອະທິຖານ	ຕໍ່ໄປ	(ບໍ່)
You (older brotherw)	*will*	*pray*	*continue*	*(yes/no?)*
ເຈົ້າ	ຄວນ	ສຶກສາພຣະຄຳພີ		
You (same age)	*should*	*study the scriptures*		
ເຮົາ	ຕ້ອງ	ຕິດຕາມສາດສະດາ		
We	*need*	*follow the prophet*		
ຂ້ອຍ		ຮັກສາ		
I (m)		*keep/uphold*		
ລາວ				
He/she				

ພຣະວາຈາແຫ່ງປັນຍາ
the Word of Wisdom

ພຣະບັນຍັດສິບປະການ
the Ten Commandments

ວັນຊະບາໂຕໃຫ້ສັກສິດ
the Sabbath Day holy

ກົດພົມມະຈັນ
the Law of Chastity

ກົດເງິນສ່ວນສິບ
the Law of Tithing

Q. ອ້າຍຈະຮັກສາພຣະວາຈາແຫ່ງປັນຍາ?
Will you continue to keep the Word of Wisdom?

A. ອ້າຍຈະຮັກສາພຣະວາຈາແຫ່ງປັນຍາຕໍ່ໄປ
I will continue to keep the Word of Wisdom.

A. ອ້າຍຈະບຮັກສາພຣະວາຈາແຫ່ງປັນຍາຕໍ່ໄປ
I will not continue to keep the Word of Wisdom.

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: Teaching the Commandments

Scenario

ຄົນ is really excited to learn about the different commandments that our church teaches and as you share these commandments with him, he is very willing to follow them. Today in your lesson, follow up with ຄົນ on the commandments that you have taught him and commit him to continue to keep those commandments.

Practice: With your companion, have one missionary take the role of ຄົນand the other of the missionary. Practice following up with ຄົນ and committing him to continue to keep the commandments. When you are finished, switch roles and do it again.

Comparing Increase/Decrease (ຂຶ້ນ/ລົງ)

	Subject		Verb				Adjective	Adverb	
ເມື່ອ	ເອື້ອຍ		ອະທິຖານ	ເອື້ອຍ	ຈະ	ມີ	ນ້ອຍ	ລົງ	
When	*you*		*pray*	*you*	*will*	*have*	*temptation*	*few (less)*	*down*	
ເມື່ອ	ເອື້ອຍ	(ບໍ່)	ອະທິຖານ	ເອື້ອຍ	ຈະ	ມີ	ພຣະວິນຍານ	ຫລາຍ	*ຂຶ້ນ	(ບໍ່)
When	*you (older sister)*	*(don't)*	*pray*	*you (older)*	*will*	*have*	*Spirit*	*much (more)*	*up*	*(yes/no?)*
ຖ້າ	ເຮົາ		ອາໃສພຣະອົງ	ເຮົາ		ຮູ້ສຶກ	ສຸກຂະພາບ	ໜັກ		
If	*we*		*rely on God*	*we*		*feel*	*health*	*heavy (heavier)*		
	ຂ້ອຍ		ໄປໂບດ	ຂ້ອຍ			ຄວາມຍາກລຳບາກ	ດີ		
	i (m)		*go to church*	*I (m)*			*burdens*	*good (better)*		
			ເຊື່ອຟັງ				ການລໍ້ລວງ	ເພີ່ມ		
			obey				*temptation*	*add (increase)*		
			ສູບຢາ				ຄວາມສຸກ	ນ້ອຍ	*ລົງ	
			smoke				*happiness*	*few (less)*	*down*	
			ກິນເຫລົ້າ				ຄວາມຊ່ອຍເຫລືອ	ເບົາ		
			drink alcohol				*help*	*light (lighter)*		
			ເຮັດບາບ				ຄວາມເຂັ້ມແຂງ	ລົດ		
			sin				*strength*	*reduce (decrease)*		
			ຕິດຕາມພຣະອົງ				ອິດທິພົນຂອງພຣະອົງ			

Q. ຖ້າຂ້ອຍຕິດຕາມພຣະອົງຂ້ອຍຈະມີຄວາມເຂັ້ມແຂງຫລາຍຂຶ້ນບໍ່
If I follow Him, will I have more strength?

A. ຖ້າເອື້ອຍຕິດຕາມພຣະອົງເອື້ອຍຈະມີຄວາມເຂັ້ມແຂງຫລາຍຂຶ້ນ.
If you follow Him, you will have more strength.

A. ຖ້າເອື້ອຍບໍ່ຕິດຕາມພຣະອົງ ເອື້ອຍ□ະມີຄວາມເຂັ້ມແຂງນ້ອຍລົງ.
If you don't follow Him, you will have less strength.

*Note: **ຂຶ້ນ** can only be used with positive words. **ລົງ** can only be used with negative words.

Function: Asking and answering questions of contrasting attitudes, emotions, and feelings
Context: Teaching about the Word of Wisdom

Scenario

You and your companion have started teaching a man named ພອນ and each time you have gone to teach him, you have noticed that he smells like cigarette smoke. As you are teaching him today, you feel inspired to talk about the Word of Wisdom and commit him to quit smoking. At first he didn't believe he could do it, but after giving him encouragement and promising blessings, he said he would give it a try.

Practice: With your companion, practice teaching about the Word of Wisdom by using this grammar principle. Have one missionary take the role of ພອນ and the other as the missionary. Help explain what will happen if he relies on God and prays for help.

Comparisons

ພຣະຄຳພີມໍມອນ *The Book of Mormon*		**ມີ** *has*	**ຄວາມຈິງ** *truth*		**ເໝືອນກັນກັບ** *same as*	**ພຣະຄຳພີໄບເບິ້ນ.** *the Bible.*	**(ບໍ່)** *(?)*
ພຣະຄຳພີໄບເບິ້ນ *The Bible*	**(ບໍ່)** *not*	**ບັນຈຸ** *contains*	**ພຣະກິດຕິຄຸນ** *Gospel*	**ຫລາຍ** *many/much*	**ປານໃດ?** ~~*to what extent?*~~ — — — — — — —		
ທັງສອງເຫລັ້ມ *Both books*		**ສອນ** *teaches*	**ການເປີດເຜີຍ** *revelation*	**ແຈ່ມແຈ້ງ** *clear*	**ທີ່ສຸດ.** *"est."*		
ພຣະຄຳພີ *The scriptures*		**ເຕືອນ** *warns*	**ປະຈັກພະຍານ** *testimony*	**ນ້ອຍ** *small*	**ກວ່າ** *"er"*	**ພຣະຄຳພີໄບເບິ້ນ** *the Bible*	
		ແມ່ນ *is*	**ປຶ້ມ** *book*	**ໃຫ່ຍ** *large*	**ເໝືອນກັນກັບ** *same as*	**ພຣະຄຳພີມໍມອນ** *Book of Mormon*	
		ມີ *has*	**ເຮົາ** *us*				
			ຄວາມຈິງ *truth*				

ແມ່ນແລ້ວ,
Yes,

ບໍ່,
No,

ພຣະຄຳພີໄບເບິ້ນມີຄວາມຈິງຫລາຍກວ່າພຣະຄຳພີມໍມອນບໍ່?
Does the Bible have more truth than the Book of Mormon?

ພຣະຄຳພີມໍມອນສອນພຣະກິດຕິຄຸນຫລາຍປານໃດ?
No, the Bible does not have more truth than the Book of Mormon.

ບໍ່,ພຣະຄຳພີໄບເບິ້ນບໍ່ມີຄວາມຈິງຫລາຍກວ່າພຣະຄຳພີມໍມອນ.
How much of the Gospel does the Book of Mormon teach?

ພຣະຄຳພີມໍມອນສອນພຣະກິດຕິຄຸນເໝືອນກັນກັບພຣະຄຳພີໄບເບິ້ນ.
The Book of Mormon teaches the Gospel just like the Bible.

These comparison words are used to compare two nouns. When using ກວ່າ and ເໝືອນກັນກັບ, both nouns are mentioned. For ທີ່ສຸດ only the dominating noun is mentioned. Study the comparison lesson in the *Lao for Missionaries* to learn more about comparison words.

Function: Asking about and answering questions of contrasting attitudes, emotions, and feelings
Context: Comparing and contrasting the Book of Mormon and the Bible

Scenario

The Ward Mission Leader of your assigned ward has asked that you and your companion visit ສິງ and teach him the new member lessons. ສິງ was baptized two months ago and he is an amazing convert. He tells you that he really wants to share the gospel with his christian friends, but he is nervous because they have spoke badly about the "Mormon book" in the past. He then asks: "What should I say if my friends ask me about the Book of Mormon?"

1. Practice: In pairs, one missionary takes the role of ສິງ and the other fill his role as the missionary. Talk about the similarities between the Book of Mormon and the Bible.

2. Re-practice: Now switch roles and repeat the activity a second time.

Additional Scenario(s)

- On your way to visit a referral you see a man walking down the street. You catch up with him and initiate a conversation. During the conversation he says: "I've heard of the Mormons and your book, but I don't know much about it. What is the difference between your book and the Bible?"

Ever

ແມ່ນແລ້ວ,
Yes,

ບໍ່,
No,

ແມ່		**ເຄີຍ**	**ອະທິຖານ**	**ຫາພຣະເຈົ້າ**	**ມາກ່ອນ**	**(ບໍ່)**
You		*ever*	*pray*	*unto God*	*before*	*(?)*
ພໍ່	**(ບໍ່)**	**ເຄີຍ**	**ອ່ານ**	**ໂບດ**	**ມາກ່ອນ**	
Father	*(not)*	*ever*	*read*	*church*	*before*	
ທ່ານ			**ໄປ**	**ສາດສະໜາຄິດສະຕຽນ**	**ເລີຍ**	
Sir (formal)			*go*	*Christian religion*	*at all*	
ອ້າຍ			**ເຂົ້າຮ່ວມ**	**ພຣະຄຳພີມໍມອນ**	***(ຈັກເທື່ອ)**	
Older brother			*join*	*Book of Mormon*	*(never)*	
ເພິ່ນ			**ສັງເກດ**	**ເຣື່ອງພຣະເຈົ້າ**		
He (formal)			*observe/ investigate*	*concerning God*		
			ຄິດເຖິງ	**ເຣື່ອງພຣະເຢຊູຄິດ**		
			think	*concerning Jesus Christ*		
			ໄດ້ຍິນ			
			hear			

ແມ່ເຄີຍໄດ້ຍິນເຣື່ອງພຣະເຢຊູຄິດບໍ່?
In the past, did God send prophets in order to teach truth?

ເຄີຍ. ແມ່ເຄີຍໄດ້ຍິນເຣື່ອງພຣະເຢຊູຄິດ.
Yes, in the past God sent prophets in order to teach truth.

ເຈົ້າເຄີຍອະທິຖານຫາພຣະເຈົ້າມາກ່ອນບໍ່?
Have you ever prayed to God?

ບໍ່, ຂອ້ຍບໍ່ເຄີຍອະທິຖານຫາພຣະເຈົ້າຈັກເທື່ອ.
No, I have never (not even once) prayed to God.

ອ້າຍເຄີຍອ່ານພຣະຄຳພີມໍມອນບໍ່?
Have you ever read the Book of Mormon?

ເຄີຍ. ອ້າຍເຄີຍອ່ານພຣະຄຳພີມໍມອນ.
Yes, I have read the Book of Mormon.

When answering in the negative,* **ຈັກເທື່ອ *is placed at the end to solidify the negative response. When combined with* **ບໍ່ເຄີຍ** *it literally means "never…..not even once."*

Function: Narrating experiences and telling stories
Context: Getting to know peoples' backgrounds

Scenario

You and your companion have been working hard to gain the trust of the members in your area so that they will let you teach their friends. This past Sunday, the Bishop asked you to come over to his house this week to meet his neighbor ບ໊ວແກ້ວ. You and your companion really want to understand the religious background of ບ໊ວແກ້ວ so you are going to practice asking get to know you questions during language study.

1. Practice: One missionary pretends to be ບ໊ວແກ້ວ and the other acts as the missionary. Get to know ບ໊ວແກ້ວ and ask him about his religious background and what he knows about christian churches.

2. Re-practice: Now switch roles and repeat the activity a second time.

Additional Scenario(s)

- You arrived in your new area earlier this week and today is your first Sunday in this new ward. During Sunday School the Sunday School teacher asks you to introduce yourself and bear your testimony of why you are on a mission.
- You are visiting an investigator and shared the story of Joseph Smith and the plates. You noticed that the investigator looked skeptical as you related the story and after you finish he says: “So you are telling me that a non-educated boy was chosen as a prophet? That is hard to believe.”

Time Expressions

	ແຕ່ກີ້ *In the past*	**ພຣະເຈົ້າ** *God*		**ເລືອກ** *chose*	**ສາດສາດາ** *prophet*	**ທີ່ຈະ** *to*	**ສອນຄວາມຈິງ.** *teach truth.*	
ແມ່ນແລ້ວ, *Yes,*								
ບໍ່, *No,*	**ແຕ່ກ່ອນ** *In the past*	**ພຣະອົງ** *He*	**(ບໍ່)** *not*	**ສົ່ງ** *to send*	**ຕົວແທນ** *representative*	**ທີ່ຈະ** *to*	**ສອນປະຊາຊົນ** *teach the people.*	**(ບໍ່)** *(?)*
	ແຕ່ກີ້ *In the past*	**ພຣະເຢຊູຄິດ** *Jesus Christ*		**ຮຽກຮ້ອງ** *to call*	**ຄົນຊົ່ວ** *evil men*		**ເຮັດສິ່ງມະຫັດສະຈັນ** *perform miracles.*	**ເມື່ອໃດ?** *when?*
	ເມື່ອມໍ່ໆນີ້ *Recently*	**ພຣະບິດາເທິງສະຫວັນ** *Father in Heaven*		**ເຊົາເລືອກ** *to stop choosing*			**ເຕືອນຜູ້ຄົນ** *warn people.*	
	ຕັ້ງແຕ່ນັ້ນມາ *Since then*	**ພຣະເຈົ້າແຫ່ງຈັກກະວານ** *God of the universe*					**ເປັນພະຍານຂອງພຣະອົງ** *be a witness of Him.*	
	ໃນອະນາຄົດ *In the future*	**ພຣະເຈົ້າ** *God*					**ຫລອກລວງທຸກຄົນ** *trick all the people.*	
	ໃນປັດຈຸບັນ *In the present*						**ນໍາພາສາດສະໜາຈັກ.** *lead the church.*	
	ໃນບໍ່ເທິງນານ *In the near future*							
	ຫລັງຈາກນັ້ນ *After that*							

ແຕ່ກ່ອນພຣະເຈົ້າສົ່ງສາດສະດາທີ່ຈະສອນຄວາມຈິງບໍ່?
In the past, did God send prophets in order to teach truth?

ແມ່ນແລ້ວ,ແຕ່ກ່ອນພຣະເຈົ້າສົ່ງສາດສະດາທີ່ຈະສອນຄວາມຈິງ.
Yes, in the past God sent prophets in order to teach truth.

ເມື່ອມໍ່ໆນີ້ພຣະເຈົ້າເຊົາເລືອກສາດສະດາບໍ່?
Has God stopped choosing prophets recently?

ບໍ່,ເມື່ອມໍ່ໆນີ້ພຣະເຈົ້າບໍ່ເຊົາເລືອກສາດສະດາ.
No, God has not stopped choosing prophets recently.

ພຣະເຈົ້າຮຽກຮ້ອງຕົວແທນທີ່ຈະເຕືອນຜູ້ຄົນເມື່ອໃດ?
When has God called representatives in order to warn the people?

ໃນປັດຈຸບັນພຣະເຈົ້າຮຽກຮ້ອງຕົວແທນທີ່ຈະເຕືອນຜູ້ຄົນ.
In the present God has called representatives in order to warn the people.

Time expressions are often used in sentences in place of tense words to identify the time period of the story. The person speaking may use a time expression to identify the time period (past, present, or future) and then continue speaking using the present tense even though they are still referring to another time period. Then, they will use another time expression or tense word to change the time period once again.

Function: Asking and answering questions of time, date, and location
Context: Teaching about past and modern-day prophets

Scenario

A group of older members gather every Monday night for a Home Evening get-together and this week they each set a goal to invite a friend to attend with them. They've asked you to come and share part of the Restoration as the lesson. As a companionship you've decided that you would like to focus on the pattern of how God chooses prophets.

Part 1: In groups of three, one missionary acts as an investigator friend, one as a member, and one as a missionary. Using this grammar principle, teach about the pattern of how God chooses prophets. Ask the member questions so that the member has a chance to share some of the lesson and their testimony.

Part 2: Switch around so that they each have a turn to be each person in the scenario.

Re-practice: Follow the scenario outlined above, but also include the story of your favorite prophet. Read from the scriptures and tell the story in your own words using this grammar principle and any other grammar principles and vocabulary that you've learned previously.

Additional Scenario(s)

- While teaching one of your investigators about the Restoration he asks: "So did God stop choosing prophets?"
- General Conference is this coming weekend and you and your companion are inviting everyone to come and listen to the prophet speak. Today you have fifteen minutes before your next appointment so you decide to knock on a few doors. At the first door a middle-aged woman answers. During your conversation you share a brief message and testimony of modern-day prophets. To this she replies: "I thought the prophets ended when Christ was killed."

Frequency of Events

	ຂໍ *Request*	**ພໍ່** *Father*		**ອ່ານພຣະຄຳພີ** *read scriptures*	**ອາທິດ** *week*	**ລະ** *per*	**ສີ່** *four*	**ຂໍ້.** *verses.*	
ໄດ້, *Can,*									
ບໍ່ໄດ້, *Can't,*	**ຂໍ** *Request*	**ເຈົ້າ** *You*	**(ບໍ່)** *not*	**ອະທິຖານ** *pray*	**ມື້** *day*	**ລະ** *per*	**ຈັກ** *how many*	**ເທື່ອ** *times*	**(ໄດ້ບໍ່?)** *can/will?*
		ແມ່ *Mother*		**ໄປໂບດ** *go to church*	**ເດືອນ** *month*		**ສາມ** *three*	**ມື້** *day*	
		ລຸງ *Uncle*		**ໄປພຣະວິຫານ** *go to the temple*	**ອາທິດ** *week*		**ໜຶ່ງ** *one*	**ນາທີ** *minute*	
		ນ້ອງຊາຍ *Younger brother*		**ໄຕ່ຕອງເລື່ອງພຣະເຈົ້າ** *ponder concerning God*			**ດຽວ** *single*		
		ຂ້ານ້ອຍ *I*		**ອົດເຂົ້າ** *fast*			**ສອງ** *two*		
		ພໍ່ *Father*					**ຫົກ** *six*		
							ຫ້າ		

ຂໍເຈົ້າອະທິຖານມື້ລະສອງເທື່ອໄດ້ບໍ່?
Will you pray two times a day?

ໄດ້,ຂອ້ຍອະທິຖານມື້ລະສອງເທື່ອໄດ້.
Can, I will pray two times a day.

ພໍ່ອົດເຂົ້າເດືອນລະສອງເທື່ອບໍ່?
Do you fast two times a month?

ບໍ່,ພໍ່ບໍ່ອົດເຂົ້າເດືອນລະສອງເທື່ອ.
No, I do not fast two times a month.

ພໍ່ອ່ານພຣະຄຳພີມື້ໜຶ່ງລະຈັກນາທີ?
How many minutes do you read the scriptures every day?

ພໍ່ອ່ານພຣະຄຳພີມື້ໜຶ່ງລະຫ້ານາທີ.
I read the scriptures five minutes every day.

"ໄດ້ບໍ່?" is asking whether someone can perform a task, or in this case, whether they commit themselves to perform the task. Ordinarily the number comes before the object, but **ໜຶ່ງ** and **ດຽວ** are placed after the object. **ດຽວເທື່ອ** **ເທື່ອດຽວ**

Function: Asking and answering questions of time, date, and location
Context: Extending commitment invitations

Scenario

Last Sunday the Bishop gave you a list of less-active members that he would like you and your companion to visit this week. The Bishop would like you to visit them in order to determine their level of spirituality so as to know the best way to bring him back. The first name on the list is Brother ຈິຣະສັກ, an older man who has been less-active for years.

Part I - 10 Minutes
Missionary A: Take the role of the missionary. Introduce yourself and ask questions to get to know Bro. ຈິຣະສັກ. Next, use the grammar principle to ask questions to understand the following: how often they pray, read the scriptures, go to church, and think about the Gospel.

Missionary B: Takes the role of Bro. ຈິຣະສັກ and answers the questions.

Switch roles and partners with another companionship

Part II - 10 Minutes
Missionary A: Take role of Bishop. Using the grammar principle, ask the same questions as used in part 1 to understand the spirituality of Bro.ຈິຣະສັກ.

Missionary B: Take the role of the missionary. Answer the questions based on the information you learned from Bro. ຈິຣະສັກ in part I above.

Re-practice: Repeat as time allows – now or again in the future.

Prefixes- People and Personality

	ຂີ້	ສໍ້	ຈະ		ປະສົບ	ຄວາມໂສກເສົ້າ.	
	negative prefix	*to cheat*	*will*		*experience*	*sorrow.*	**(ບໍ່)** *(?)*
ແມ່ນແລ້ວ, *Yes,*							
ບໍ່, *No,*	**(ຄົນ)**	**ຂີ້**	**ຕົວະ**	**ຈະ**	**(ບໍ່)**	**ໄປ**	**ຢູ່ໃສ**
...ແຕ່ *...but,*	*People*	*(prefix for negative traits)*	*to lie*	*will*	*not*	*go*	*where?*
			ອີ່ງ			**ທໍຣະມານ**	**ຢູ່ອານາຈັກຊັ້ນສູງ**
			proud/arrogant			*suffer*	*in the celestial kingdom*
			ຮ້າຍ			**ຢູ່ນຳ**	**ຢູ່ອານາຈັກຊັ້ນກາງ**
			cruel			*(at) with*	*in the terrestrial kingdom*
			ກະໂມຍ			**ປະສົບ**	**ຢູ່ອານາຈັກຊັ້ນຕ່ຳ**
			to steal			*experience*	*in the telestial kingdom*
			ຄ້ານ				**ຄອບຄົວເປັນນິດ.**
			lazy				*family forever.*
			ເມົາ				**ຊົ່ວນິຣັນດອນ**
			drunk				*period of eternity*
			ຄຸກ				**ພຣະເຈົ້າ**
			jail				*God*
							ຄວາມໂສກເສົ້າ

ຂີ້ + ສໍ້
negative prefix + to cheat = cheater (n)

ຄົນຂີ້ເມົາຈະໄປອານາຈັກຊັ້ນຕ່ຳບໍ່?
Will drunkards go to the Telestial Kindgom?

ແມ່ນແລ້ວ,ຄົນຂີ້ເມົາຈະໄປອານາຈັກຊັ້ນຕ່ຳ.
Yes, drunkards will go to the Telestial Kingdom.

ແມ່ນແລ້ວ,ແຕ່ຈະບໍ່ຢູ່ນຳຄອບຄົວເປັນນິດ.
Yes, but they won't be with their families forever.

ຂີ້ຕົວະຈະໄປຢູ່ໃສ?
Where will liars dwell?

ຂີ້ຕົວະຈະໄປອານາຈັກຊັ້ນຕ່ຳ.
Liars will go to the Telestial Kingdom.

ຂີ້ຕົວະຈະບໍ່ຢູ່ນຳພຣະເຈົ້າ.
Liars will not be with God.

"ຂີ້" can be placed in front of either verbs or adjectives to give them a negative connotation. **"ຄົນ"** needs to be placed in front of **"ຂີ້"** if you are using an adjective. It is not needed if you are adding **"ຂີ້"** before a verb.

Function: Asking about and describing objects, people, and their characteristics
Context: Teaching about the Kingdoms of Glory

Scenario

You've been asked by the father of a young family to come to their home on Monday evening and share a Family Home Evening lesson about the Kingdoms of Glory. They have two young children who don't sit quietly for a long time.

1. Practice: In pairs, one missionary takes the role of a member of the family and the other fills his role as the missionary. Share a short message about the Kingdoms of Glory. Make sure to keep it simple for the young children.

3. Re-practice: Switch roles, rotate practice companions and repeat the activity a second time. Move around among them and give needed help and encouragement.

Additional Scenario(s)

You are visiting an investigator named ທອງຄຳ and you just finished reading the story about the return to Jerusalem to retrieve the plates. ທອງຄຳ turns to you and asks: " What happens to evil men like Laban?"

Prefixes- People and Occupations

ພຣະເຢຊູຄິດ *Jesus Christ*		**ເລືອກ** *choose*	**ຜູ້** *prefix*	**ຊ່ອຍ.** *help.*

ແມ່ນແລ້ວ,
Yes,

ບໍ່,
No,

(ບໍ່)
(?)

ພຣະເຢຊູຄິດ *Jesus Christ*	**(ບໍ່)** *not*	**ສອນ** *teach*	**ນັກ** *prefix for professional or authority*	**ໄມ້** *wood*
ເປໂຕ *Peter*		**ສົ່ງ** *send*	**ຜູ້** *prefix for person who performs action*	**ສອນຄວາມຈິງ.** *teach truth.*
ໂຢຮານ *John*		***ເປັນ** *is/are*	**ຊ່ຳງ** *prefix for skilled workers*	**ຮຽນ** *learn*
ພວກສາວົກ *The Apostles*		**ເລືອກ** *choose*		**ເທດ** *preach*
				ຕົກມອງ *fish*
				ພິພາກສາ *judge*
				ຊ່ອຍ *help*

ພວກສາວົກແມ່ນໃຜ?
Who were the apostles?

ພວກສາວົກແມ່ນຜູ້ຊ່ອຍຂອງພຣະອົງ.
The apostles were His helpers.

ພຣະເຢຊູຄິດເປັນນັກຮຽນບໍ່?
Was Jesus Christ a student?

ບໍ່,ພຣະເຢຊູຄິດບໍ່ເປັນນັກຮຽນ.
No, Jesus Christ was not a student.

ພຣະເຢຊູຄິດເປັນຊ່ຳງໄມ້ບໍ່?
Was Jesus Christ a carpenter?

ແມ່ນແລ້ວ,ພຣະເຢຊູຄິດເປັນຊ່ຳງໄມ້.
Yes, Jesus Christ was a carpenter.

Function: Asking about and expressing a state of being
Context: Teaching about Christ's earthly ministry

Scenario

You and your companion have been teaching an investigator named ໂທນີ. For the past two weeks you've invited him to attend church but both times he has turned down your offer. During your appointment with him today you again invite him to church and he again declines. After talking with for a while he tells you that he doesn't feel that others will accept him because he isn't educated and does not wear nice clothes.

1. Practice: One missionary takes the role of Tony and the other fills his role as the missionary. Using the grammar principle and vocabulary of this lesson, share your feelings with ໂທນີ and help him build his desire to come to church. Help ໂທນີ understand that the apostles weren't educated men with high standings in society, but that the Lord loves everyone and wants them to be happy.

2. Re-practice: Switch roles, rotate practice companions and repeat the activity a second time.

Additional Scenario(s)

- While visiting a recent convert, you and your companion meet his younger brother who is living with him. You find out that the younger brother just moved here from **ປາກເຊ** and doesn't know much about Jesus Christ.

Remainders

	ຫລັງຈາກພຣະເຢຊູຕາຍ *After Christ died*	**ສ່ວນຄວາມຈິງ** *parts of the truth*		**ເຫລືອ** *remain*	**ຢູ່** *at*	**ໂລກນີ້.** *this earth.*	**(ບໍ່)** *(?)*
ແມ່ນແລ້ວ, *Yes,*	**ໃນລະຫວ່າງການປະຖິ້ມຄວາມເຊື່ອ** *During the great apostasy*	**ສານຸສິດພຣະເຢຊູຄິດ**	**(ບໍ່)** *not*	**ເຫລືອ** *remain*	**ຢູ່** *at*	**ໂລກນີ້** *this earth*	
ບໍ່, *No,*	**ຫລັງຈາກສາດສະໜາຈັກຖືກແຕກ** *After the church was broken up*	**ອຳນາດຂອງພຣະເຈົ້າ**		**ຍັງ** *still*		**ແຜ່ນດິນ** *land*	
	ຫລັງຈາກອັກຄະສາວົກຖືກຂ້າ *After the apostles were killed*	**ພຣະຄຳພີ**			**ຢູ່ກັບ** *at with*	**ສາດສະໜາຈັກ** *church*	
	ໃນລະຫວ່າງຍຸກມືດ *During the Dark Ages*	**ພະກິດຕິຄຸນ** *gospel*				**ຜູ້ເຊື່ອ** *believers*	
		ຄວາມຈິງສົມບູນ *fullness of truth*					
		ຖານະປະໂລຫິດ *priesthood*					
		ສ່ວນຄວາມຈິງ *parts of the truth*					

ຫລັງຈາກພຣະເຢຊູຕາຍສານຸສິດພຣະເຢຊູຄິດເຫລືອຢູ່ໂລກນີ້ບໍ່?
After Jesus died did the His disciples remain on the earth?

ແມ່ນແລ້ວ,ສານຸສິດພຣະເຢຊູຄິດເຫລືອຢູ່ໂລກນີ້ຫລັງຈາກພຣະເຢຊູຕາຍ.
Yes, the disciples of Christ remained on this earth after Jesus died.

ຫລັງຈາກອັກຄະສາວົກຖືກຂ້າຖານະປະໂລຫິດເຫລືອຢູ່ແຜ່ນດິນບໍ່?
After the apostles were killed did the priesthood remain in the land?

ບໍ່,ຖານະປະໂລຫິດບໍ່ໄດ້ເຫລືອຢູ່ແຜ່ນດິນຫລັງຈາກອັກຄະສາວົກຖືກຂ້າ.
No, the priesthood didn't remain in the land after the apostles were killed.

Function: Asking about and describing actions and events
Context: Teaching about the Great Apostasy

Scenario

You're visiting a man named ຈອ່ຍ who attends a Christian church in the area. During your first meeting he showed interest when you mentioned that God and Christ appeared to a 14 year-old boy, but didn't seem to understand why God needed to come and restore the church on the earth because Christianity continued even after the death of Christ. For today's appointment you've decided to bring along ອ້າຍສຸຣິຍາວົ໋ງ . He used to go to the same Christian church as ຈອ່ຍ and he has a very strong testimony of the apostasy and Restoration.

1. Practice: In groups of three, one missionary takes the role of the missionary, one as ອ້າຍສຸຣິຍາວົ໋ງ, and one as ຈອ່ຍ. The missionary and ອ້າຍສຸຣິຍາວົ໋ງ take turns explaining the condition of the church during the Great Apostasy so ຈອ່ຍ will understand the need of the Restoration.

2. Re-practice: Rotate so that everyone has a chance to be the missionary, ຈອ່ຍ, and ອ້າຍສຸຣິຍາວົ໋ງ.

Additional Scenario(s)

- You and your companion were asked by the bishop to teach the lesson during Priesthood and the lesson topic is on "The Church in Christ's day". As you are teaching one of the brethren who was baptized recently raises his hand and asks: "Why did the church fall apart after the death of Jesus Christ even though His apostles were still there?"

Only (ດຽວ)

Subject		Verb	Classifier	"only one"	Verb Phrase	
ພຣະເຢຊູຄຣິດ		ເປັນ	ອົງ	ດຽວ	ທີ່ຊົດໃຊ້ບາບຂອງພວກເຮົາໄດ້	
Jesus Christ		*was*	*royal being*	*only one*	*that atone for our sins can*	
ພຣະເຢຊູຄຣິດ	(ຈະ)	ເປັນ	ອົງ *(classifier for) royal beings*	ດຽວ	ທີ່ຊົດໃຊ້ບາບຂອງພວກເຮົາໄດ້	ບໍ່
Jesus Christ	*(will)*	*is/was*		*only one*	*that atone for our sins can*	*(yes/no?)*
ຊີວິດນີ້	(ບໍ່)	ຢູ່	ຄົນ *(classifier for) people*		ທີ່ຊ່ອຍເຮົາໄດ້ຮັບຄວາມລອດ	ແມ່ນບໍ່
This life	*(not)*	*are (located)*			*that can help us receive salvation*	*(right?)*
ເຮົາ	(ຈະບໍ່)	ມີ			ທີ່ບໍ່ເຄີຍເຮັດບາບ	
We	*(will not)*	*have*			*that has never sinned*	
ບັບຕິສະມາ		ຮັບບັບຕິສະມາ	ເທື່ອ *(classifier for) time instance*		ໃນຊີວິດຂອງເຮົາ	
Baptism		*be baptized*			*in life of ours*	
					ເມື່ອເຮົາຮູ້ສຶກໂສກເສົ້າ	
					when we feel discouraged	
			ຊີວິດ *(classifier for) life*		ທີ່ຈະຕຽມພົບພຣະຜູ້ເປັນເຈົ້າ	
					in order to prepare to meet God	
			ທາງ *(classifier for) way path*		ທີ່ນຳໄປສູ່ຊີວິດນິລັນດອນ	
					that leads to eternal life	
					ທີ່ເອົາຊະນະ	ຄວາມຕາຍທາງວິນຍານໄດ້
					that overcome	*death spiritually could*
						ຄວາມຕາຍທາງຮ່າງກາຍໄດ້
						death physically could
						ບາບໄດ້
						sin could

Q. ພຣະເຢຊູຄຣິດເປັນອົງ□ດຽວທີ່ບໍ່ເຄີຍເຮັດບາບແມນບໍ?
Jesus Christ is the only one that has never sinned, right?

A. ພຣະເຢຊູຄຣິດເປັນອົງດຽວທີ່ບໍ່ເຄີຍເຮັດບາບ
Jesus Christ is the only one that has never sinned.

Function: Asking and answering questions of quality, quantity, number and sequence
Context: Teaching about Christ's Atonement

Scenario

You and your companion are teaching ເຫວດ who is a devout Buddhist. As you were teaching about baptism, he tells you that he doesn't believe that we can be cleansed from our sins. The only way to overcome sin is to do enough good that it outweighs the bad.

Practice: In your companionship, have one missionary take the role of ເຫວດ and the other of the missionary. Teach ເຫວດ about the Atonement and help him gain a testimony of Jesus Christ by testifying that you know that the things you have taught are true. Use other grammar principles and vocabulary that you have learned to help you in this scenario. When you are done, switch roles and do it again.

Additional Scenario(s)

You and your companion have been teaching ເຫວດ for a couple of weeks now. ເຫວດ has gone to other Christian churches where they have taught that it is through grace that we are saved and that as long as we accept Christ in our lives, we will receive salvation. In today's lesson, you decided to read 2 Nephi 31 together and teach ເຫວດ that it is through our actions and following Christ's example, in addition to grace, that we are saved.

Practice: With your companion, have one missionary take the role of ເຫວດ and the other of the missionary. Read together a couple of scriptures out of 2 Nephi 31 and help ເຫວດ understand the importance of Christ's Atonement and baptism. Once you are finished, switch roles and do it again.

Cause and Effect

	ຖ້າ *If*	ແມ່ *Mother*		ເຊົາກິນເຫລົ້າ *stop drinking liquor*	ຈຶ່ງຊິ *then will*		ຮູ້ສຶກ *feel*	ພຣະວິນຍານພຣະເຈົ້າ. *Spirit of God.*	(ບໍ່) *(?)*
ແມ່ນແລ້ວ, *Yes,* **ບໍ່,** *No,*	ຖ້າ *If*	ພໍ່ *Father*	(ບໍ່) *not*	ອ່ານປຶ້ມຫົວນີ້ *read this book*	ຈຶ່ງຊິ *then will*	(ບໍ່) *not*	ຮູ້(ວ່າ) *know(that)*	ຫຍັງ? *what?*	
		ທ່ານ *Sir*		ໄປເຂົ້າການປະຊຸມໂບດ *go to church meeting*	*ຈຶ່ງ *then*		ເຂົ້າໃຈ(ວ່າ) *understand(that)*	ພຣະເຈົ້າຊົງພຣະຊົນຢູ່ *God lives.*	
				ທູນຖາມພຣະເຈົ້າ *ask God*			ເຊື່ອ(ວ່າ) *believe(that)*	ຄຳຕອບ *answer.*	
				ເຊົາສູບຢາ *stop smoking*			ໄດ້ *receive*	ເຮັດຫຍັງ *what to do.*	
				ບໍ່ຢູ່ນຳແຟນ *don't live with your girlfriend/boyfriend*			ມີ *have*	ພຣະເຈົ້າຊົງຮັກເຮົາ *God loves us.*	
				ເຊົາກິນເຫລົ້າ *stop drinking liquor*				ນີ້ແມ່ນສາດສະໜາຈັກພຣະເຈົ້າ *this is God's church.*	
								ສຸກຂະພາບທີ່ດີ. *good health.*	
								ອຳນາດຂອງພຣະເຈົ້າ *power of God.*	

ຖ້າແມ່ບໍ່ຢູ່ນຳແຟນຈຶ່ງຊິຮູ້ສຶກພຣະວິນຍານພຣະເຈົ້າບໍ່?
If you don't live with your boyfriend then will you feel the Spirit of God?

ແມ່ນແລ້ວ,ຖ້າແມ່ບໍ່ຢູ່ນຳແຟນຈຶ່ງຊິຮູ້ສຶກພຣະວິນຍານພຣະເຈົ້າ.
Yes, if you don't live with your boyfriend then you will feel the Spirit of God.

ຖ້າພໍ່ບໍ່ທູນຖາມພຣະເຈົ້າຈຶ່ງຊິຮູ້ເຮັດຫຍັງບໍ່?
If you do not ask God then will you know what to do?

ບໍ່,ຖ້າພໍ່ບໍ່ທຸນຖາມພຣະເຈົ້າຈຶ່ງຊິບໍ່ຮູ້ເຮັດຫຍັງ.
No, if you do not ask God then you won't know what to do.

ຖ້າພໍ່ເຊົາສູບຢາຈຶ່ງຊິໄດ້ຫຍັງ?
If you stop smoking then what will you receive?

ຖ້າພໍ່ເຊົາສູບຢາຈຶ່ງຊິໄດ້ສຸກຂະພາບທີ່ດີ.
If you stop smoking then you'll receive good health.

***ຈຶ່ງ** is used in cause-effect statements or questions. It means "then" or "therefore," and is used to link the cause and effect together in a sentence.

Function: Answering and asking questions of cause and effect
Context: Promising blessings

Scenario

You and your companion are preparing to visit an investigator named ຈຸງໄຊ who hasn't kept the commitment to attend church. ຈຸງໄຊ is a young student who is still unsure about his future. He doesn't know of the truthfulness of what you teach, but he hasn't shown the faith to pray and ask God himself. He is a nice guy, but unwilling to put forth the effort to receive knowledge and revelation on his own. You know that if he shows the faith by coming to church that the Lord will bless him with answers to his questions. You decide to write a list of all the blessings that he'll receive when he comes to church and share it with him during your visit.

Part I: Write a list of the blessings that will come to ຈຸງໄຊ when he comes to church. Focus on correctly using this grammar principle while making the list.

Part II: Now you are at the appointment with ຈຸງໄຊ. Have one of the elders take the role of ຈຸງໄຊ and the other as himself. Share their list of blessings with ຈຸງໄຊ as you teach him about attending church.

Re-practice: Switch roles and re-practice so you each have the opportunity to be the missionary and ຈຸງໄຊ.

Additional Scenario(s)

- You are in a district meeting and as a district you are discussing how to help someone keep the Word of Wisdom. One of the missionaries mentions the power of promising blessings. Then another missionary asks: "What kind of blessings can we promise our investigators?"

ກໍ: Crucial Conjunction

		ພຣະເຢຊູ *Jesus*		**ຖືກຊາວໂຣມັນພິພາກສາ** *was judged by the Romans*	**(ແລ້ວ)ກໍ** *then*	**ຕາຍ** *died*	**ຢູ່ເທິງໄມ້ກາງແຂນ.** *on the cross.*
ແມ່ນແລ້ວ, *Yes,*		**ພຣະເຢຊູຄິດ** *Jesus Christ*	**(ບໍ່)** *not*	**ຊົດໃຊ້ບາບຂອງເຮົາ** *atoned for our sins*	**(ແລ້ວ)ກໍ** *(then) also*	**ສົ່ງ** *sent*	**ເຂົາໄປສອນພຣະກິດຕິຄຸນ.** *them to teach the gospel.*
ບໍ່, *No,*		**ພຣະອົງ** *He*		**ເລືອກອັກຄະສາວົກ** *chose His apostles*	**ແລະກໍ** *and also*	**ເຮີ້ມ** *began*	**ເຂົາໄປປິ່ນປົວຄົນເຈັບປວດ.** *them to heal people who were sick.*
				ຕັ້ງສາດສະໜາຈັກຂຶ້ນ *set up His church*		**ຖິ້ມ** *throw away*	**ພາລະກິດຂອງພຣະອົງ.** *His ministry.*
				ຮັບບັບຕິດສະມາ *was baptized*			**ແທນເຮົາ** *for us.*
				ໃຫ້ອຳນາດແກ່ອັກຄະສາວົກ *gave His power to His apostles*			**ເຂົາເປັນຕົວຢ່າງຂອງພຣະອົງ** *them to be examples of Him.*
							ວຽກງານພຣະບິດາໃນສະຫວັນ. *work of heavenly Father.*
							ໜ້າທີ່ຮັບຜິດສອບ. *responsibilities.*

ພຣະອົງຊົດໃຊ້ບາບແລະກໍຕາຍແທນເຮົາບໍ່?
Did He atone for our sins and also die for us?

ແມ່ນແລ້ວ,ພຣະອົງຊົດໃຊ້ບາບແລະກໍຕາຍແທນເຮົາ.
Yes, He atoned for our sins and also died for us.

ພຣະອົງໃຫ້ອຳນາດແກ່ອັກຄະສາວົກແລ້ວກໍ່ຖິ້ມໜ້າທີ່ຮັບຜິດສອບບໍ່?
Did Jesus Christ give His power to His apostles then neglect His responsibilities?

ບໍ່,ພຣະອົງບໍ່ໃຫ້ອຳນາດແກ່ອັກຄະສາວົກແລ້ວກໍ່ຖິ້ມໜ້າທີ.
No, He didn't give His power to His apostles then neglect His responsibilities..

ພຣະເຢຊູເລືອກອັກຄະສາວົກແລະກໍເຮັດຫຍັງ?
Jesus chose His apostles and also did what?

ພຣະເຢຊູເລືອກອັກຄະສາວົກແລະກໍສົ່ງເຂົາໄປສອນພຣະກິດຕິຄຸນ.
Jesus chose His apostles and also sent them to teach the gospel.

Sometimes ກໍ can be used in cause-effect sentences like ຈຶ່ງ, but not vice-versa.

Function: Answering and asking questions of cause and effect
Context: Teaching about Christ's Earthly Ministry

Scenario

Today you have an appointment with ໄຊຊະນະ who just moved here from Luangprabang. When you called to confirm your appointment he mentioned that his uncle is visiting him from Luangprabang and that he has agreed to sit in on the lesson to hear what you have to say. This uncle has very little knowledge about Jesus Christ and you've decided as a companionship to share a short message about Christ's life and ministry.

1. Practice: One missionary takes the role of the uncle and the other maintains his role as the missionary. Teach about Christ's life and ministry while He was on this earth. Focus on using the grammar from this lesson first.

2. Re-Practice: Switch roles so that everyone has an opportunity to be the uncle and the missionary. Expand the context by using other grammar and vocabulary you have learned previously.

3. Further Practice: The uncle is very polite as you speak, but at the end of the lesson he says: "So why is He so important to Christians?"

Additional Scenario(s)

- One of the Primary teachers has invited you and your companion to come to her class this Sunday and teach the children about Jesus Christ.
- The Ward mission leader has invited you over to his house for family night. He has asked you to teach his family about Jesus Christ. He has 3 kids under the age of 8 and a 12 year old son.

To Be Able (ได้, เป็น, ไหว)

Subject	Verb Phrase		"can"	
ບະລາເດີ *Brother*	ຊ່ອຍສົ່ງເຂົ້າ *help pass the rice*		ໄດ້ *can*	ບໍ່ (yes/no?)
ຂ້ອຍ *I (m)*	ຊ່ອຍສົ່ງເຂົ້າ *help pass the rice*	(ບໍ່) *(not)*	ໄດ້ *can (ability to or permission to)*	ບໍ່ *(yes/no?)*
ເຈົ້າ *You*	ນັ່ງ ສະມາທິ *sit cross legged*		ເປັນ *can (to know how to)*	
ຊິດສະເຕີ *Sister*	ໃຊ້ຕະກຽບ *use chopsticks*		ໄຫວ *can (physically able to)*	
ບະລາເດີ *Brother*	ເຮັດອາຫານລາວ *make Lao food*			
ແອວເດີ *Elder*	ເຮັດອາຫານອາເມລິກາ *make American food*			
	ກິນອາຫານລາວ *eat Lao food*			
	ກິນອາຫານເຜັດ *eat spicy food*			
	ກິນອີກ *eat more*			

ແອວເດີເຮັດອາຫານລາລເປັນບໍ່
Elder, Do you know how to make Lao food?

ບໍ່ເປັນ,ຂ້ອຍບໍ່ເຄີຍຮຽນເຮັດອາຫານລາວ.
No, I have never learned how to make Lao food.

ແອວເດີ, ແລ່ນໄຫວບໍ່?
Elder, are you able to run?

ບໍ່ໄຫວ, ມື້ວານນີ້ຂ້ອຍຂັດຍອກຂໍ່ຕີນຂອງຂ້ອຍ
No, I sprained my ankle yesterday.

Function: Asking about and expressing desire, need, preference, ability, intention, or purpose
Context: Eating a meal at a member's house

Scenario

Brother ສົມບັດ invited you and your companion over for Family Home Evening and to eat dinner with them. Brother ສົມບັດ and his wife love making food for the missionaries and having them try new foods that they have never had before. As they offer you food, be courteous and polite and make sure that you try everything that they offer you.

Practice: Have one missionary take the role of Brother ສົມບັດ and the other be the missionary. Practice asking and answering questions about the food and how you like it. After you are finished, switch roles and do it again.

Additional Scenario(s)

You were recently transferred to a new area and on your first Sunday there, the bishop invited you over to his house for dinner to get to know you. As you are still at church, he asks you what kind of food you like so he will know what to prepare for dinner.

Practice: With your companion, have one missionary take the role of the bishop and the other of the missionary. As the bishop, ask the missionary questions about the type of food they would like to have for dinner. Once you are finished, switch roles and do it again.

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